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Quarterly Bulletin

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State Normal School

Spearfish, South Dakota

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PRESIDENT'S OFFICE

Twenty-Fifth Year

June, 1909

1908-9

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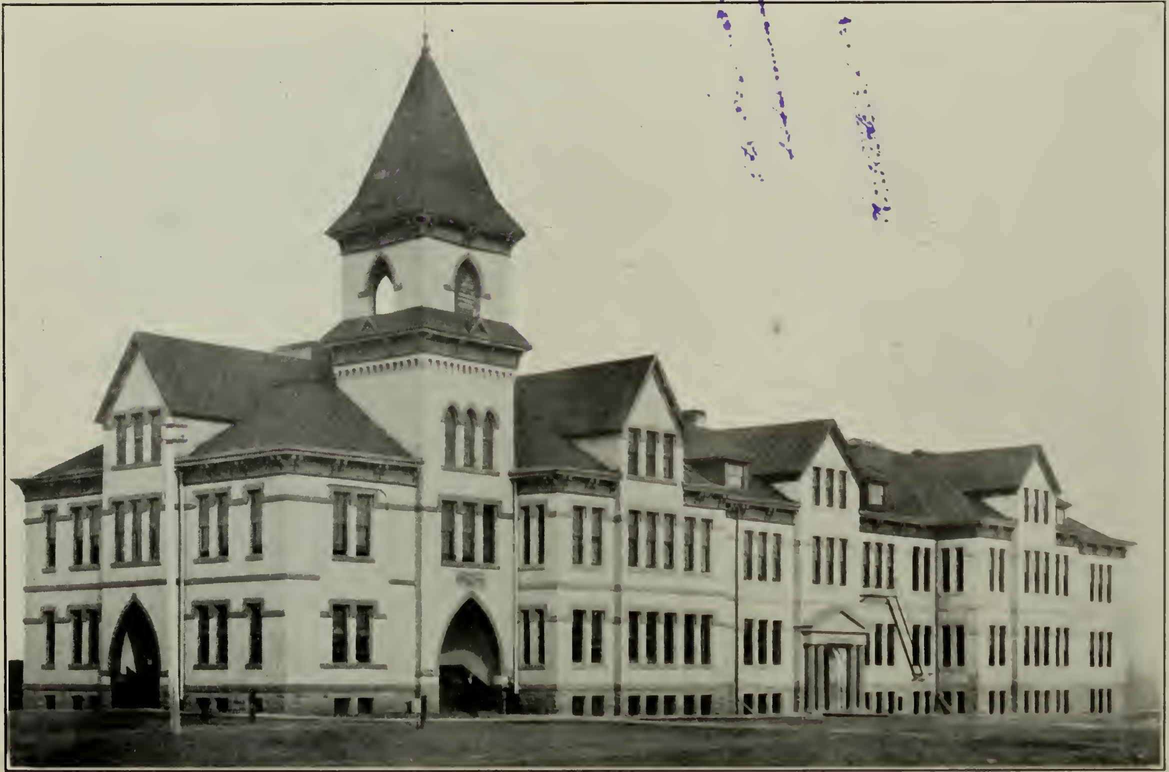

MAIN BUILDING, SPEARFISH, S. D.

TWENTY-FOURTH ANNUAL CATALOG

OF THE

STATE NORMAL SCHOOL

AT

SPEARFISH, SOUTH DAKOTA

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE

FOR

1908-1909

WITH ANNOUNCEMENTS FOR 1909-1910

Published as a Quarterly Bulletin by the
State Normal School, Spearfish,
South Dakota.

VOL. II., NO. 1

The spelling recommended by the Simplified Spelling Board is used in all the publications of this institution

Regents of Education

	Term Expires
E. C. Ericson, Elk Point	Jan. 1, 1913
A. M. Anderson, Sturgis	Jan. 1, 1911
A. J. Norby, Sisseton,	Jan. 1, 1913
E. A. Hitchcock, Mitchell	Jan. 1, 1915
T. W. Dwight, Sioux Falls	Jan. 1, 1915

Officers

E. C. Ericson	President
J. D. Aldrich, Big Stone City	Secretary
G. G. Johnson, State Treasurer,	Treasurer Ex-officio
A. M. Anderson and A. J. Norby,	Committee for Spearfish Normal School

Calendar---1909-1910

First Semester---Nineteen Weeks

Faculty Meeting.....Monday Morning, September 13
Enrollment and Classification of Seniors,
Monday Afternoon, September 13
Enrollment and Classification of Other Students,
Tuesday, September 14
Class Work Begins and Training Department
Opens...... ....Wednesday, September 15
Holiday Recess, two weeks, from December 17
to January 3, not inclusive
End of First Semester..............Friday, January 28

Second Semester---Nineteen Weeks

Beginning of Second Semester, Monday. January 31
Close of Training Department.........Friday, June 10
Commencement........................Thursday, June 16
Alumni Anniversary......................Friday, June 17

Faculty

FAYETTE L. COOK, President,
History and Philosophy of Education, Principles and Art of Teaching.

MARGARET A. THOMPSON, Vice President,
Literature and History.

MARTHA M. WILLIAMS,
Chemistry and Geology.

F. J. KELLY,
Psychology, Method, and Superintendent of the Training Department.

KATE G. SCOTT,
Mathematics.

J. C. LINDBERG, Registrar,
Grammar, Rhetoric, and Literature.

LYNN P. MCCAIN,
Mathematics and Physics.

ETHEL LEE HOWIE,
History, Economics, and Political Science.

STELLA W. ATEN,
Latin.

CHARLOTTE ELIOTT,
Geography, Botany, and General Biology.

P. H. BROWN, M. D., Medical Inspector,
Physiology and Hygiene.

ARTHUR G. KENNEDY,
German and English.

O. F. SWANSON,
Head of Commercial Department and Athletic Director.

LILIAN B. FORDE,
Drawing and Art Instruction.

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PARTIAL VIEW OF SPEARFISH, SOUTH DAKOTA. STATE NORMAL BUILDINGS AT THE RIGHT

Faculty

ELSIE MCDONELL, Secretary to President,
Stenography and Typewriting.

O. W. HANSON,
Band and Orchestral Music.

ANNA MCCARTHY,
Vocal Music.

JENNIE L. MCGRATH,
Supervisor of First Four Grades in the Training School.

FAITH POWELL,
Critic Teacher in Third and Fourth Grades of Training School.

BESSIE L. KOONTZ,
Critic Teacher in Fifth and Sixth Grades of Training School.

EVA L. BECK,
Critic Teacher in Seventh and Eighth Grades of Training School.

LETA E. ADAMS,
Librarian.

EDNA PATTERSON,
Assistant Librarian.

MARY BLACKWELL,
Matron and Preceptress of Dormitory.

JULIA E. PLUMMER,
Assistant Matron and Preceptress of Dormitory.

C. SANDALL,
Superintendent of Buildings and Grounds.

O. A. MARTIN,
Janitor of Main Building.

A. E. JOHNSON,
Janitor of Dormitory and Training School Building.

PAUL SCHEIDEGGER,
Farm Manager and Janitor.

Faculty Committees

Fall of 1909

CLASSIFICATION

Mr. Lindberg, Chairman, (Post Graduates).
Miss Thompson, (Seniors).
Miss Williams, (Juniors).
Mr. Kennedy, (B's).
Mr. McCain, (English C's).
Miss Eliott, (Latin-German C's)
Mrs. Scott and Mr. Kelly, (English D's).
Miss Aten and Mr. Swanson, (German-Latin D's).
Miss Howie, (Unclassified).

COURSE OF STUDY AND DAILY PROGRAM

Mrs. Scott, Chairman.
Mr. Lindberg.
Mr. Kelly.
Miss Thompson.

RULES, REGULATIONS AND DISCIPLINE

Mr. Lindberg, Chairman.
Mrs. Scott.
Mr. McCain.
Mr. Kelly.
Mr. Swanson.

SOCIAL LIFE.

Mrs. Blackwell, Chairman.
Mr. Kennedy.
Miss McGrath.
Mr. Swanson.
Miss Adams.
Miss Howie.
Miss Forde.

ATHLETICS

Mr. Kelly, Chairman.
Mr. Swanson.
Dr. Brown.
Mr. Humbert.

Faculty Committees

LITERARY SOCIETIES

Mr. Kennedy, Chairman.
Miss Adams.
Mr. Swanson.
Mr. Lindberg.

FINANCE

Mr. McCain, Chairman.
Mr. Swanson.
Mr. Kelly.

AFFILIATION WITH COLLEGES

Mr. Kelly, Chairman.
Mr. Lindberg.
Miss Adams.
Miss Eliott.
Mr. Kennedy.

RELATION TO SCHOOLS IN THE HILLS

Mr. Kelly, Chairman.
Mr. Lindberg.
Mr. McCain.
Miss Forde.
Miss McGrath.

NORMAL MAGAZINE.

Mr. Kennedy, Chairman.
Mr. Lindberg.
Mr. Kelly.

TEACHERS' BUREAU.

Mr. Kelly, Chairman.
Miss Thompson.
Mr. Lindberg.
Miss Powell.
Miss Alden.
Mr. Humbert.
Mr. Swanson.

CHRISTIAN WORK.

Mr. Swanson, Chairman.
Miss Thompson.
Miss Howie.
Mr. Humbert.

Faculty Committees

INDIVIDUAL WELFARE OF STUDENTS.

Miss Thompson, Chairman.
Mr. Kelly.
Mr. Lindberg.
Mr. McCain.
Miss Howie.
Mrs. Scott.
Miss Eliott.
Miss Aten.
Mr. Swanson.
Mr. Humbert.
Miss Forde.

SCENE IN SPEARFISH CANYON

General Information

WHY ATTEND A STATE NORMAL SCHOOL

It has long been recognized by superintendents and school officers generally that teachers trained in a state normal school are freer in their work, less hampered by circumstances, and other things being equal, better teachers than those not so trained; that they have better opportunities for professional growth, and a longer period of usefulness in the school room. As a result, teachers trained in state normal schools are in constant demand and usually at better salaries than teachers not so trained. Many school boards now require all new teachers in their schools to have normal training, or a term of years of successful experience, before their applications for positions will be considered.

Further, a course in a normal school is the best foundation that can be laid for any business or profession. The work in this school, including as it does extended drill in composition, science by laboratory methods, commercial mathematical, and physical geography, arithmetic, penmanship, physiology, grammar, and literature could not easily be improved as a business course though equally good for a teacher's course; and in the subsequent work of the school there is nothing but would be of great value to the prospective mechanic, merchant, lawyer doctor, and farmer, as well as teacher. For all young men and women, whatever calling they may expect to follow, there is nothing so effective in developing mental power, elevating character, and preparing for intelligent citizenship, as the professional work in a good normal school. The practice teaching under supervision is the most valuable discipline of all..

The design of this school is to furnish competent teachers for the public schools of the state. This object is never lost sight of, but those not expecting to become teachers are also permitted to attend, and it is believed that it would be difficult to find a better school for college preparation or business than this.

Requirements for Admission and for Advanced Standing.

All applicants for admisssion should bring with them, if possible, credits in detail, signed by teachers, for what they have done in other schools. These are filed with the faculty and recorded.

Candidates who present satisfactory evidence of having finished the work of the eighth grade are admitted to the lowest class (Class D) without examination.

Graduates of approved high schools, having four-year courses, are classified as Juniors without examination, but like all other applicants should present credentials in detail. Exceptionally strong high school graduates are classified as Seniors and graduated in one year.

Other applicants may be classified partly or wholly on their credits, but when without credits and when credits are not satisfactory, examinations are given in arithmetic, grammar, and geography, as papers in these subjects give a very correct idea of one's training and scholarship. All classifications are temporary.

It is not intended that a student shall do over again in this school, work that has been reasonably well done elsewhere. On the other hand, credits at first accepted here become worthless when it is found that the student presenting them did not properly do the work.

Students asking for advanced standing based upon credits from other schools, will not be allowed to substitute for any of the following subjects:—algebra, one year; English, three years; history, two years, including one semester of American history; science, two years, including one year of physics; and all pedagogical work.

Anyone asking credit for more time in any subject than is given to it in our course of study must show to the satisfaction of the head of that department that he has done enough additional work in the subject to entitle him to the additional time.

No person addicted to the use of tobacco will be admitted to the school, as such rarely show the strength of character or uniform health essential to high excellence as teachers.

DIPLOMAS

Graduates from any course in this school are entitled to teach eighteen months, without examination on provisional certificates, and if successful then receive five-year certificates, renewable, or if six-year graduates, life certificate, after teaching successfully forty months. Spearfish Normal School Diplomas for five-year courses are accredited in California and some other states. Latin-German graduates are given sophomore standing in the Universities of Nebraska and South Dakota.

EXPENSES.

Expenses are as light as in any school in South Dakota.

Students in the normal department pay a tuition fee of $3 and an incidental fee of $3 per term.

All text-books are furnished students; also paper for written examinations, paper, pens, and penholders for penmanship, and drawing books. Students are required to keep themselves supplied with all other needed books and stationery, including blank books for bookkeeping, which cost about $1.25 for the course.

A charge of $1.50 per semester is made for the use of text-books to those who sign the following declaration of intention to teach, and whose conduct and ability are such that the faculty will feel warranted in recommending them as teachers; all others pay $3 per term.

PLEDGE—"I hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this state."

Each student pays an athletic fee of $1.00 per semester.

Students taking manual training or domestic science pay a fee of $2.00 per semester to cover the cost of materials used.

A breakage deposit of $1 is required of each student when he enters the chemistry class. Excess above breakage is refunded at the close of the term.

FEES MUST BE PAID STRICTLY IN ADVANCE FOR A FULL TERM. NO ONE WILL BE ADMITTED TO THE

SCHOOL UNTIL THIS IS DONE. No deduction for a part of a term can be made.

Board can be obtained in private families at from $3 to $4 per week. Unfurnished rooms rent for from $1 to $3 per month; furnished rooms, large enough for two persons, for from $4 to $6 per month, including fuel and lights. Boarding places and rooms are plentiful.

For further information about cost of rooms and board see "Young Women's Hall" on the next page.

YOUNG WOMEN'S HALL

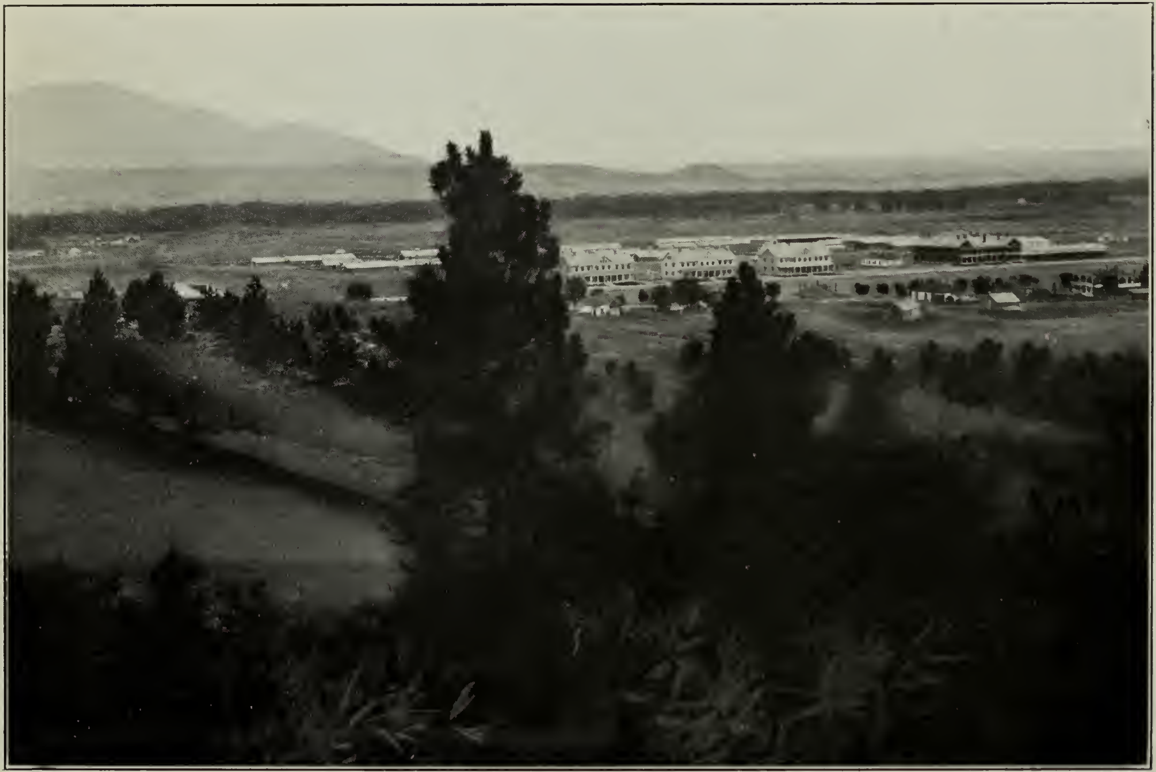
The completion of the beautiful and commodious Young Women's Hall, which has now been used for six years, with the greatest satisfaction to all concerned, is the most important event in the history of the school since the erection of the main school building in 1887, This building reduces the cost of a course in the school more than one-third, and furnishes a delightful and healthful home for a large number of students.

A good idea of the size of the building can be obtained from the cut in this catalog. It is of stone, 102x62 feet, and three stories high, besides the basement and attic which practically add two more stories.

The student rooms are, with a few exceptions, in suites each suite consisting of a sleeping room and a study connected by an archway. The rooms vary in size but average about twelve feet square. Each suite has the following furniture, all of extra quality: An iron bedstead, or a sanitary couch, springs, mattresses, pillows. dresser, washstand, bowl and pitcher, water pitcher and glasses, wardrobe, study table, bookcase, portiere for the archway, and a Brussels rug for the study.

The rooms are all steam heated and electric lighted Each suite of rooms is to be occupied by two students. All the rooms in the building are outside rooms. There is a toilet room and bathroom, with hot and cold water, on every floor.

Each occupant is required to bring bedding, consisting of two pairs of blankets or two comforts (blankets are preferable) three sheets, two pairs of pillow cases, (pillow cases should be large enough to fit 20 inch pillows,) a pad to



FT. MEADE AND BEAR BUTTE, NEAR STURGIS, S. D.

CLASS OF 1909

cover the mattress, towels, a clothes bag, and a napkin ring.

It is required that every article which is sent to the laundry be distinctly and indelibly marked with the owner's name. Each young lady should be provided with a mackintosh or storm coat, leggings, overshoes, rubbers, and umbrella.

The charge per student for room furnished, heated, and lighted as described, varies, according to size and location, from $12 to $25 per year. These charges are payable in September for the entire year. A student occupying a room one term or more, but not a full school year, is charged from $2.50 to $3.50 per month; one occupying a room less than one term is charged from $3 to $4 per month. No reduction is made for vacations.

In addition to the foregoing, each student forwards $2 with her application for a room. This is known as the "pledge", and is retained as a fee to be used in maintaining kitchen, table, and other furniture. If a person engaging a room fails for any reason to occupy it, the "pledge" is thereby forfeited. .

Occupants of rooms are required to pay 20 cents per night per person for lodging friends whom they entertain. It will be the aim to rent all dormitory rooms to persons who will attend school the entire year, and it is understood and agreed that every applicant, unless she specifies otherwise, will occupy a room and take meals in the dormitory during the entire schoool year, not leaving before Friday of Commencement Week. Applications from others will be filed, and they will be assigned rooms if there are more than are wanted for the year.

No rent will be refunded to any person failing to keep her contract to occupy a room and take meals at the dormitory during the entire school year.

Students are expected to keep their rooms clean and in order, ready for inspection at any time.

Table board is furnished to students of both sexes for $2.75 per week. Young men and all regular boarders at the Hall who have rooms outside will be required to pay the pledge of $2 per year. For meals served in rooms, 10 cents extra per meal is charged. Transients and those taking only part of their meals at the Hall pay 20 cents per meal. for relatives and friends taking meals with them. No reduction can be made for absences of less than one week. Bills are payable monthly in advance. When not paid in advance, $3.00 per week will be charged for meals.

Flat washing, limited to six pieces per week per student, will be done free for each occupant of a dormitory room. No washing other than this will be done for students. Boarders cannot be permitted to do washing in the laundry or in any if dormitory rooms.

The cost of living in the Hall and attending school for one year aside from laundry is about as follows:

Meals 38 weeks, at $2.75	$104.50
Room, furnished except bedding and towels, lighted and heated, average cost	18.00
Pledge	2.00
Books and tuition and incidental fees	12.00
Incidentals (note books, etc.)	5.00
Membership fees for Athletic Association	2.00
Total	143.50

For further information and for rooms address the president.

THE COTTAGE

This building will, for the present, at least, be used as a boys' dormitory. The rooms will be heated and electric lighted, but wholly unfurnished, and will be rented for $1.00 per month per student. Occupants must agree to board at the dormitory and not to quarrel, or to permit students to congregate in their rooms.

FEES PAYABLE ON ENTERING SCHOOL.

The first day of each semester each student pays $3 tuition, $3 incidental fee, $1.50 or $3 for rental of text books, and $1.00 athletic dues, making a total of $8.50 or $10 In bookkeeping there are blank books to buy, and in some subjects, as chemistry, manual training, and domestic science, small laboratory fees, as explained under the head of "Expenses." All the foregoing dues and fees are payable in advance for one semester. Room rentals, which vary as explained in another place, from $12 to $25 per year, must be

WOMEN'S HALL

paid for the year in advance. Meals are $11 per month of four weeks, which must be paid monthly in advance.

A summary of the foregoing shows that a young lady preparing to teach, and having a highest priced dormitory room, would pay approximately $45 on entering school in September,. The sum payable by the same student the first day of the second half of the year, January 31, would be only $19.50.

BUILDING IMPROVEMENTS

The legislature of 1907 appropriated $50,000 for the completion of the main building, and $5,000 for the completion of the dormitory. This has enabled the school to take a long step in advance.

The training school was moved from the dormitory to science hall now known as the Training School Building, in September, 1907, where for the first time in the history of the school it had ample room and every convenience. The dormitory rooms previously used by the training schoool, and portion of the fourth story of the dormitory have eeen changed into students' rooms. This has added fifteen very pleasant students' rooms to the dormitory. The dormitory gymnasium has been enlarged and thoroughly remodeled, and is now a beautiful and very useful room.

The $50,000 extension of the main building was completed several months ago and will be fully occupied in September, 1909. Among the new features are a library and study room 50 by 68 feet, an assembly hall that will seat 600 persons, a domestic science plant of several rooms, a manual training department, chemical, physical and biological laboratories, an art studio, a business training department, a museum, and several class rooms. The first floor hall is 240 feet long.

DISCIPLINE.

The discipline of the schools is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is required, and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the faculty are presumed to be unfit to become teachers. The work of reforming bad boys and girls is a most important one, but it cannot be undertaken in a state normal school. If parents or guardians make the mistake of sending such persons here, it will be necessary to drop them from school as soon as their character becomes known.

Dormitory rules govern all students of both sexes not living with parents or guardians. Resident parents and guardians are requested to adopt dormitory rules in their homes. The best interests of the school and the home require this. In fact nothing short of the most willing and hearty co-operation of the parents and guardians with the school management will be at all satisfactory or will even be tolerated hereafter.

LIBRARY.

A choice library of about 13,000 volumes, including a fine reference library, belongs to the school. Wihle the desirability of supplying good reading for leisure hours has not been overlooked in the selection of books, the main purpose has been to provide the means of pursuing the branches perscribed in the course of study. The subjects most fully represented are psychology and education, science, travel, history, political economy, social science, literature, and ethics. About 500 bound volumes are added to the library annually. The Dewey system of classification has been adopted. The library now occupies a spacious and well furnished new room, and will hereafter be far more useful than ever.

READING ROOM

A reading room is maintained by the school, which is one of the most complete in the state. It contains files of about one hundred of the leading periodicals. This reading room is accessible to students at all hours of the day, and is an important means of growth in intelligent grasp of leading questions of the day. It is very helpful in the work of the literary and debating societies.

LITERARY SOCIETIES

The school now has two very strong and efficient literary societies, the Ciceronian, composed of young men and women, and the Minerva of young women. The members take intense interest in these organizations, and it is doubtful if any line of work in the school has been more stimu-

MINERVA-CICERONIAN, LITERARY SOCIETY

lating to healthy growth than this. It is very popular, especially with the better class of students.

THE "ANEMONE"

The "Anemone" is a monthly magazine published by a board of editors chosen from the school. Contributions to its pages are solicited from under graduates, faculty, and alumni. Its contents are largely contributed by the students and its business management rests in their hands, affording excellent opportunities for training in journalism and the conduct of business. In addition to this it aims to serve its subscribers with reading matter of value, and to be a medium of thought exchange between students, faculty, and alumni.

PHYSICAL EDUCATION

Believing that health of the body is as important as health of mind and that the latter is impossible without the former, extraordinary efforts have been made to provide facilities for physical training. For outdoor work there is an enclosed athletic field, with a half mile track, and baseball, football, and golf grounds, and tennis courts.

The wing of the cottage, 14 by 40 feet, has been fitted up for a boys' dressing room, with a lavatory, hot and cold shower baths, and individual lockers. These will be satisfactory quarters for the boys that are interested in athletics. The girls' gymnasium in the dormitory has been enlarged and finished in the most thoro manner, with maple floors, steel ceiling, and sky lights. This is one of the pleasantest and best equipped rooms for gymnastic work in the state.

Mr. O. T. Swanson, who has for seven years been a prom inent factor in the athletics of Doane College, as a football, baseball, and basketball player, and track athlete, has been engaged as athletic director, for the next school year. He is a college graduate, an able and experienced teacher, and has a high reputation as a promoter of clean athletics.

MUSIC.

Much attention is given to music, both instrumental and vocal. A band and orchestral department was organized several years ago, and has been prosperous. There are in this department, at present four organizations, an old band, a new band, and two orchestras. All students are eligible to membership and to instructions at regular rehearsals free of charge. Private lessons are given on all wind and string instruments at reasonable rate. Mr. O. W. Hanson, an expert violinist and cornet player, and an experienced band leader, has been engaged to take care of this work.

MUSEUM

The school has a collection of several thousand specimens, but it is desirable that this be largely increased. Cases have been provided for storing and displaying any donations made. The school will pay freight on interesting and valuable additions, and proper acknowledgement will be made in the circular and by placing the donor's name on the label. Friends of the school, graduates, and students are earnestly solicited to aid in enlarging the collection.

THE TRAINING SCHOOL

Before receiving a certificate of graduation from the Normal, each student is required to teach in the training school an hour a day for one full year. Here is afforded an opportunity to put into practice under careful supervision the theories advanced in Psychology and in the various methods classes. As far as possible, the school is made a model one in curriculum, instruction, management, and discipline.

The training school comprises the regular eight grades with half-year divisions in each. A splendid brick and stone building in which there are thirteen recitation rooms, a geography room, manual training room, cooking room, and large gymnasium is given up to the exclusive use of the training school. The equipment for the various lines of work done in a first-class school is good, and with four critic teachers in charge of the regular grades and another critic teacher in charge of an ungraded room provided for children who are irregular in their classification, especially strong work may be done by the pupils. Only boys and girls of good habits and character are enrolled.

Tuition is free in all the grades. Text books are supplied by the school at a rental of two dollars per half year, payable in advance. Parents who desire to have their children attend the training school, are urged to make application early to the superintendent, F. J. Kelly. There have

BASE BALL TEAM, 1909

been more applicants than the school could accommodate, in nearly all the grades the past year. The enrollment in this department during the past year has been nearly two hundred, but names of pupils are not published.

GENERAL REMARKS

It is hoped that county superintendents and other friends of the Normal may advise those who are earnestly striving to become teachers to enter this school. It may also in all kindness be suggested that none be recommended who are not physically, mentally, and morally fitted to enter the profession.

Visiting superintendents and teachers are always welcome. Teachers desiring to study a few days or weeks in the school are permitted to take selected work under the advice of the faculty.

Courses of Study

Several years ago the Regents of Education adopted four courses of study for this school, to take the place of all former courses as fast as practicable. These are a five-year English Course, a five-year German-Latin Course, each beginning with the ninth grade, a two-year High School Graduate Course, and a one-year Normal School Graduate, or Sixth Year Course. To these have since been added a Commercial Course and a College Preparatory Course. The former is described on subsequent pages. The latter fully prepares students for entrance without conditions, to the Sophomore class of the best colleges and universities. See outline on page 26.

Students taking either of the first two courses will be classified, conditionally, as high as their credentials from other schools will permit, but eighth grade credentials are not accepted as a substitute for anything in these courses.

High school graduates will not be expected to repeat the work done properly in the high school, but it will select from the five-year courses subjects thay have not had elsewhere, or such as need review. High School graduates who have had exceptional advantages, including, perhaps successful experience in teaching, will sometimes be able to complete the course in one year. See course for such students on page 27

Two hundred (200) semester hours are required for graduation. One semester hour represents the work of one hour prepared work running through one semester. Thus, a

SCENE IN SPEARFISH VALLEY

subject that recites three hours a week gives the student at the end of the semester three hours; one reciting every day in the week would give him five hours. Laboratory work or such subjects as music, drawing, etc, that require no outside preparation, count only half time. To complete the course in five years, the student should take, as a minimum, twenty hours per semester.

German-Latin Course students take Latin the first two years, and either Latin or German, as they may elect, the next two years.

The introduction of the Sixth Year Course is a very important step forward designed to help ambitious and progressive graduates of this school and other persons of equivalent scholarship to fit themselves to supervise grade work, for high school teaching, village principalship, or advanced standing in college.

Particular attention is called to the fact that no matter how much scholarship or experience a candidate may have, he can secure the sixth year diploma from this institution only by actually doing, as a resident student, the required twenty hours per week of work for a school year. This school gives no correspondence courses.

Nine persons have very satisfactorily completed the sixth year course this year, and the indications are that the number will be larger next year.

Students wishing to take a special course are permitted to take any subjects that they are qualified to take, the faculty being the judges, but when they do this they nearly always regret having deviated from the regular courses.

A new course of study which will be known as the Commercial Course is now offered. The outline is on the page following the outline of the German-Latin Course, and a detailed explanation is given on subsequent pages. This course leads to graduation and a state teacher's certificate the same as the other courses. It is expected that the introduction of this course will nearly eliminate the demand for special courses.

While effort is made to provide all classes with the best text-books in the market, it is the aim to teach subjects and not text-books. The large and growing library is constantly made use of in getting a knowledge of the best that has been given the world on any subject. The natural sciences are largely studied by the laboratory method, and all subjects, so far as their nature admits of it, are studied and recited topically. Much written work is required, thus teaching exactness of expression and thoroughness of study.

In connection with laboratory and topical methods of teaching, extensive use of a copying process has been found indispensable. By it typewritten copies of outlines of work, directions for investigation in psychology, physiology, botany, chemistry, etc., problems in mathematics, exercises in vocal music, questions for thought, and references, etc., are daily supplied to the various classes. The extent to which this aid is employed may be judged from the fact that last year 60,000 sheets of flatcap paper, each consisting of two pages 14 inches by 8 1-2 inches, were required for it.

Industrial work is nearly all omitted from the tabulated courses of study, because it is at present mostly elective. Within two or three years it is expected much of this work will be required, as it is deemed highly important.

PROMOTIONS

Hereafter promotions in a number of subjects will be made at the close of each semester instead of annually as heretofore. For example, those that pass in the first semester's work in algebra, called "Course I. D Algebra," will be promoted to the second semester's work in algebra, designated as "Course II, D. Algebra," and those failing to complete the work of the first semester and new students beginning algebra will take Course I. the second semester. A new class will, then, as a rule, start each semester, repeating the work of the preceding semester. This important new departure will not materially affect students of average ability entering school in the fall, but it will be a great help to bright students and to dull students, to those needing only brief reviews in some subjects, and to those entering school after the holidays.

To help in making the plan intelligible, a semester's work in each department is called a course, making the number of courses equal to the number of semesters of work. These courses are numbered consecutively, and the name of the class taking each and the hours per week follow the course number. Thus, "Course V, B, Geometry," means the fifth semester's work in mathematics taken by class B.

TYPICAL PROSPECTOR'S CABIN, NEAR SPEARFISH, SOUTH DAKOTA

Outlines of the Courses of Study

ENGLISH COURSE

First Semester		Second Semester	
FIRST YEAR, CLASS D.			
Algebra	5	Algebra	5
Commercial Geography	5	Bookkeeping	5
English I	4	English II.	4
Grecian History	5	Roman History	5
Penmanship	2	Penmanship	2
Bibliography	1	Bibliography	1
SECOND YEAR, CLASS C			
Chemistry	5	Botany	5
Advanced Algebra	4	Medieval History	4
English III	4	English IV	4
Physical Geography	5	Civics	5
Drawing	2	Drawing	2
Music	2	Music	2
THIRD YEAR, CLASS B			
Geometry	4	Geometry	4
English History	4	American History	4
English V	4	English VI	4
Biology	5	Advanced Physiology	5
Hygiene	1	Hygiene	1
Music	2	Music	2
Drawing	2	Drawing	2
FOURTH YEAR, JUNIOR CLASS			
Review of Arthmetic	4	Review of Geography	4
English VII	5	English VIII	5
Psychology and Pedagogy	5	Psychology and Pedagogy	5
Geology	5	Political Economy	5
Solid Geometry or Mathematical Geography	2	Solid Geometry or Mathematical Geography	2
FIFTH YEAR, SENIOR CLASS			
Physics	6	Physics	6
History and Philosophy of Education	3	History and Philosophy of Education	3
English IX.	3	English X	3
Method in Arts	3	Method in Arts	3
Teaching and Seminar	7	Teaching and Seminar	7

The figures mean hours per week.

GERMAN-LATIN COURSE.

FIRST YEAR, CLASS D

First Semester		**Second Semester**	
Algebra I	5	Agebra II	5
Latin I	5	Latin II	5
English I	4	English II	4
Grecian History	5	Roman History	5
Bibliography	1	Bibliography	1

SECOND YEAR, CLASS C

Chemistry	5	Botany	5
Advanced Algebra	4	Medieval History	4
English III	4	English IV	4
Latin	5	Latin	5
Drawing	2	Drawing	2
Music	2	Music	2

THIRD YEAR, CLASS B

Geometry	4	Geometry	4
English History	4	American History	4
English V	4	English VI	4
Hygiene	1	Hygiene	1
Latin or German	5	Latin or German	5
Music	1	Music	1
Drawing	1	Drawing	1

FOURTH YEAR, JUNIOR CLASS

Review of Arithmetic	4	Review of Geography	4
English VII	5	English VIII	5
Psychology and Pedagogy	5	Psychology and Pedagogy	5
Latin or German	5	Latin or German	5
Solid Geometry or Mathematical Geography	2	Solid Geometry or Mathematical Geography	2

FIFTH YEAR, SENIOR CLASS

Physics	6	Physics	6
History and Philosophy of Education	3	History and Philosophy of Education	3
English IX	3	English X	3
Method in Arts	2	Method in Arts	2
Teaching and Seminar	7	Teaching and Seminar	7

PICNIC PARTIES IN SPEARFISH CANYON

COMMERCIAL COURSE.

FIRST YEAR, CLASS D

First Semester		**Second Semester**	
Algebra	5	Algebra	5
Commercial Geography	5	Bookkeeping	5
English I	4	English II	4
Grecian History	4	Roman History	4
Bibliography	1	Bibliography	1

SECOND YEAR, CLASS C

Chemistry	5	Commercial Law	5
Advanced Algebra	4	Medieval History	4
English III	4	English IV	4
Advanced Bookkeeping and Commercial Arithmetic	5	Advanced Bookkeeping and Commercial Arithmetic	5
Typewriting	5	Typewriting	5
Hygiene	1	Hygiene	1

THIRD YEAR, CLASS B

Geometry	4	Geometry	4
English History	4	English History	4
English V	4	English VI	4
Shorthand	5	Shorthand	5
Typewriting	3	Typewriting	3

FOURTH YEAR, JUNIOR CLASS

Review of Arithmetic	4	Review of Geography	4
English VII	5	English VIII	5
Psychology and Pedagogy	4	Psychology and Pedagogy	4
Geology	5	Political Economy	5
Solid Geometry or Mathematical Geography	2	Solid Geometry or Mathematical Geography	2

FIFTH YEAR, SENIOR CLASS

Physics	6	Physics	6
History and Philosophy of Education	3	History and Philosophy of Education	3
English IX	3	English X	3
Method in Arts	2	Method in Arts	2
Teaching and Seminar	7	Teaching and Seminar	7

COLLEGE PREPARATORY COURSE.

FIRST YEAR, CLASS D

First Semester		Second Semester	
Algebra	5	Algebra	5
Latin I.	5	Latin II	5
English I	4	English II	4
Grecian History	5	Roman History	5
Bibliography	1	Bibliography	1

SECOND YEAR, CLASS C

Science	5	Science	5
Advanced Algebra	4	Medieval History	4
English III	4	English IV.	4
Latin III	5	Latin IV	5
Drawing	2	Drawing	2
Music	2	Music	2

THIRD YEAR, CLASS B

Geometry	4	Geometry	4
English History	4	American History	4
English V.	4	English VI	4
Latin V	5	Latin VI	5
Hygiene	1	Hygiene	1
Music	2	Music	2
Drawing	2	Drawing	2

FOURTH YEAR, JUNIOR CLASS

English VII	5	English VIII	5
Latin VII.	5	Latin VIII	5
German I	5	German II	5
Elective (Standard Elective Preparatory Subject.)		Elective (Standard Elective Preparatory Subject.)	

FIFTH YEAR, SENIOR CLASS

Physics	5	Physics	5
German III	5	German IV	5
College English	5	College English	5
College Algebra	5	Trigonometry	5

Note: Typewriting, shorthand, and book-keeping, not accepted for credit in this course.

HIGH SCHOOL GRADUATE COURSE.

FIRST YEAR, JUNIOR CLASS

First Semester		**Second Semester**	
Review of Arithmetic...	4	Review of Geography...	4
English VII...........	5	English VIII.	5
Psychology and Pedagogy	4	Psychology and Pedagogy	4
Geology	5	Political Economy......	5
Solid Geometry or Mathematical Geography....	2	Solid Geometry or Mathematical Geography....	2

SECOND YEAR, SENIOR CLASS

Physics	6	Physics	6
History and Philosophy of Education	3	History and Philosophy of Education	3
English IX............	3	English X.............	3
Method in Arts.........	2	Method in Arts.........	2
Teaching and Seminar..	7	Teaching and Seminar..	7

SIXTH YEAR POST-GRADUATE COURSE.

First Semester		**Second Semester**	
Advanced Psychology and Child Study.........	5	Advanced Psychology and Child Study.........	5
Elective	5	Elective	5
Elective	5	Elective	5
Teaching	5	Teaching	5

ELECTIVES.

So far as possible it will be the aim to give any elective desired.

Latin	5	Latin	5
German	5	German	5
Freshman English......	5	Freshman English......	5
Anglo-Saxon	5	Anglo-Saxon	5
French	5	French	5
Modern European History	5	Modern European History	5
Trigonometry	5	Ethics	5
Astronomy	5	Advanced Chemistry....	5
College Algebra........	5	Calculus	5
Analytic Geometry......	5		
Industrial Work		Industrial Work	

ONE-YEAR HIGH SCHOOL GRADUATE COURSE.

For exceptionally strong High School graduates, who succeed in doing good teaching in the Training School.

First Semester		Second Semester	
Review of Arithmetic...	4	Review of Geography...	4
English IX and X......	3	English IX and X......	3
History and Philosophy of Education	3	History and Philosophy of Education	3
Psychology and Pedagogy	4	Psychology and Pedagogy	4
Method	2	Method	2
Teaching and Seminar...	7	Teaching and Seminar...	7

MINERVA LITERARY SOCIETY

DAILY PROGRAM FOR THE FIRST SEMESTER, 1909-1910

	First Year, Class D	Sec'nd Year, Class C	Third Year, Class C	Fourth Year, Junior	Fifth Year, Senior
8:00 8:45	Algebra II Bibliography I, Sec. I, 1 English I, Sec. I. 2, 3, 4, 5	Chemistry, Sec. I		Psychology	Physical Culture
8:45 9:30	Grk Hist. I, Sec. III Bibliography I, Sec II, 2 English I, Sec. II. 1, 3, 4, 5	Caesar Physical Geog.	Biology	English VII	Physics
9:30 10:15	Roman History II Algebra I, Sec. I	English III, Sec. I, 1, 2, 3, 4 Music 2, 4 Drawing 1, 3	English V, Sec. I 1, 2, 3, 4 Hygiene Lecture 5	Arith. Review, 1, 2, 4, 5	
10:15 10:45	Chapel 1, 3, 5		Advanced Chorus 2, 4		
10:45 11:30	Algebra I, Sec. II	Chemistry, Sec. II Advanced Book-keeping	Plane Geometry 2, 3, 4, 5	Latin IV German III	
11:30 12:15	English II, 1, 2, 3, 4 Algebra I, Sec. III Greek Hist. I, Sec. I	Chemistry, Sec. III English III, Sec. II 1, 2, 4, 5	Latin III Music 2, 4 Drawing 1, 3	Solid Geom. 1, 3 Mathematical Geog 2, 4	Hist. of Education 1, 3, 5 English IX 2, 4
	Noon intermission				
1:30 2:15	English I, Sec. III 1, 3, 4, 5 Greek Hist. I, Sec. II	Music 2, 4 Drawing 1, 3	English History Shorthand		
2:15 3:00	Book-keeping Latin I, Sec. I Com. Geog. I, Sec. I	Algebra III, Sec. I, 2, 3, 4, 5 Music 2, 4 Drawing 1, 3	German I	Geology	
3:00 3:45	Latin I, Sec. II Com. Geog. I, Sec. II	Algebra III, Sec. II 2, 3, 4, 5 English IV, 1, 3, 4, 5	Music 2, 4 Drawing 1, 3 English V, Sec II, 2, 3, 4, 5		Methods in Art 1, 3, 4 Seminar 2, 5

Note.—First Roman numerals represent the number of the course. Second Roman numerals represent Section of the class. Arabic numerals represent the day of the week on which the class recites. Where no Arabic numerals appear, the class recites every day. Program for sixth year, or postgraduate class, cannot be made until the opening of school.

DAILY PROGRAM FOR THE SECOND SEMESTER, 1909-1910

	First Year, Class D	Sec'nd Year, Class C	Third Year, Class B	Fourth Year, Junior	Fifth Year, Senior
8:00 8:45	Grk. Hist. D I Bibliography II, Sec. I, 1 English II, Sec. I. 2, 3. 4, 5	Botany Sec. I Chemistry, I		Psychology	Physical Culture I
8:45 9:30	Bibliography II, Sec II, 2 English II, Sec. II, 1, 3, 4, 5	Latin IV Advanced Book-keeping	Adv. Physiology	English VIII	Physics
9:30 10:15	Com. Geog, D I, Algebra II. Sec. I	English IV, Sec. I, 1, 2, 3, 4 Music 2, 4 Drawing 1, 3	English V 1, 2, 3, 4 Hygiene Lecture 5	Geog. Review, 2. 3. 4. 5	
10:15 10:45	Chapel 1. 3, 5		Advanced Chorus 2, 4		
10:45 11:30	Algebra II, Sec. II	Civics Music 2, 4 Drawing 1. 3	Geometry 2, 3, 4, 5	Latin VIII German IV	
11:30 12:15	Rom Hist. II, Sec. I Algebra I, D I	English IV, Sec. II 1, 2, 4, 5 Botany Sec. II	Music 2, 4 Drawing 1, 3	Solid Geom. 1, 3 Mathematical Geog 2, 4	Hist. of Education 1, 3, 5 English X 2, 4
	Noon intermission				
1:30 2:15	English I, D I Rom Hist. II, Sec II	Algebra III, Medieval History	Latin VI Amer. Hist. 1, 2, 3, 4 Shorthand		
2:15 3:00	Latin II, Sec. I Book-keeping Sec I	Music 2, 4 Drawing 1, 3	German II	Political Economy	
3:00 3:45	Latin II. Sec. II Bookkeeping Sec II	English III, 1. 3, 4, 5	English VI, 1, 2, 3. 4 Music 2, 4 Drawing 1, 3		Methods in Art 1, 3, 4 Seminar 2, 5

Note.—First Roman numerals represent the number of the course. Second Roman numerals represent Section of the class. Arabic numerals represent the day of the week on which the class recites. Where no Arabic numerals appear the class recites every day. Program for sixth year, or postgraduate class, cannot be made until the opening of school.

Description of Courses

MATHEMATICS.

The course in this department includes the following subjects: Algebra, four semesters; geometry, three semesters; trigonometry, one semester; analytic geometry one semester, and calculus one semester. In addition to these a course of one semester in arithmetic for teachers is given.

An earnest attempt is made to give due emphasis to the study of mathematics, both as a means of mental discipline and as a necessary basis for more advanced work in pure and applied mathematics. The course also supplies a knowledge and training sufficient for effective preparation for teaching.

COURSE I. D Algebra, five days a week for one semester.

Definitions and notations; positive and negative numbers; addition and substraction, including the principles upon which these processes are based; parentheses; multiplication and division, including the laws of signs and exponents associated with these processes; thorough treatment of factoring, including highest common divisor and lowest common multiple.

TEXTS: **Somerville's First Year in Algebra.**

Milne's High School Algebra.

COURSE II. D Algebra, five days a week for one semester.

Fractions, including a discussion of principles and their application to reduction, addition, subtraction, multiplication and division; simple equations, including literal equations, equations containing fractions, and simple simultaneous equations; involution, including application of the binominal theorem; evolution; reduction, addition, subtraction, multiplication, division, involution, and evolution of radicals; radical equations; theory of exponents.

TEXTS: **Milne's High School Algebra. Wentworth's New School Algebra.**

COURSE III. C Algebra, four days a week for one semester.

Brief review of simple equations, radicals, and radical equations; quadratic equations, including pure and affected quadratics, simultaneous quadratic equations, and equations in the quadratic form; ratio, proportion, and variation; inequalities; imaginary quantities.

TEXTS: **Milne's High School Algebra.. Wentworth's New School Algebra.**

COURSE IV. B Geometry, four days a week for one semester.

Plane Geometry. Definitions; demonstration of theorems, and construction and demonstration of problems; locus of the point; the solution of numerical exercises, including length of lines and areas of the triangle, parallelograms, trapezoid, regular poloygons, and circle.

TEXTS: **Milne's Geometry. White's Geometry.**

COURSE V. B Geometry, four days a week for one semester.

Plane Geometry completed.

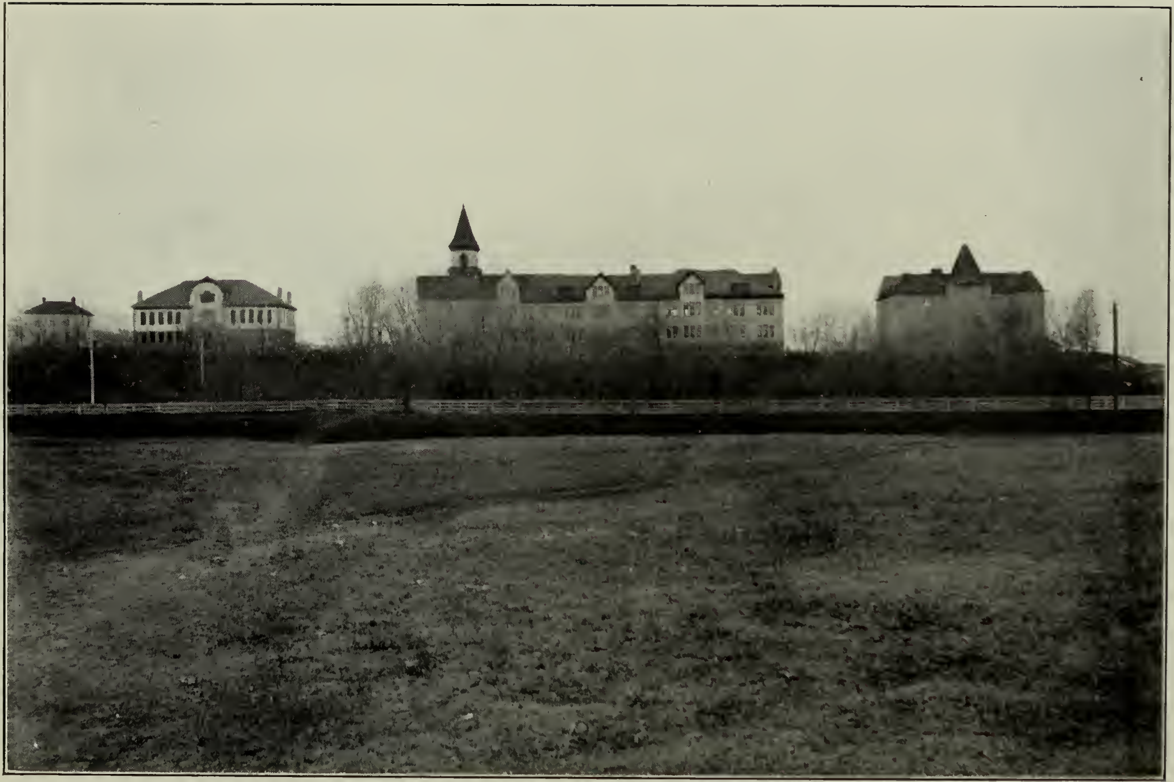
COURSE VI. Elective Geometry, Solid Geometry.

Lines and planes in space; dihedral and polyhedral angles; parallelopipeds; prisms and pyramids; the cylinder and cone; the sphere; similar solids.

TEXTS: **White's Geometry. Milne's Geometry.**

COURSE VII. Junior Arithmetic, four days a week for one semester.

One full year is given to the review of arithmetic from the teacher's standpoint. The fundamental facts are reviewed and impressed upon the memory in order that the student may gain skill and accuracy in computation, and a broader, clearer knowledge of the subject. Clearness of statement, neatness, and orderly arrangement of the work are insisted upon. A thorough drill is given in business forms and practical problems. In connection with this work much at-



BUILDINGS OF THE STATE NORMAL SCHOOL

Training School Building Main Building Women's Hall tention is given to methods of teaching. Leading methods of the past and present are studied and compared as to their advantages and disadvantages, and their influence upon the teaching of arithmetic today. Discussions of the characteristic features of a good method are held. Text books are compared as to their logical and pedagogical order of presentation of topics, definitions, rules and problems. As much time as possible is given to visiting arithmetic classes in the grades and criticising the work observed in the light of methods previously studied.

No one text book is used. The students have access to all the books on the subject in the library, and also to many of the excellent articles appearing in our educational publications.

COURSE VIII. Elective College Algebra, five days a week for one semester.

Logarithms; undetermined coefficients; decomposition of fractions; continued fractions; binominal formula; series loci of equations; determinants; theory of equations with special reference to the solution of equations of the third and fourth degree.

TEXT: **Well's Advanced Course in Algebra.**

COURSE IX. Elective plane and Spherical Trigonometry, five days a week for one semester.

Definitions of the six trigonometrical functions as ratios, and the relations between these functions; the meaning of the circular measures of angles and of inverse trigonometric functions; theory of logarithms and the use of the trigonometric tables; the solution of the right and oblique triangles. The student is also expected to become familiar with the various trigonometric formulae, and the general principles and applications of spherical trigonometry.

TEXTS: **Crockett's Trigonometry. Wentworth's Trigonometry.**

COURSE X. Analytic Geometry.

TEXTS: **Candy's Analytic Geometry. Smith and Gale's Analytic Geometry.**

COURSE XI. Calculus.

TEXT: **Granville's Differential and Integral Calculus.**

ENGLISH.

In planning the following courses for the department of English a four-fold aim has been kept constantly in mind: first, to develop and establish in the student a genuine love and appreciation for good literature; second, to point out to the student that in the growth and development of literature may be seen the growth and development of the individual and the race; that literature is the store house of the highest ideals and best thought of any epoch or age; in brief to show the relationship between literature and life, that the former is the ideal expression of the latter; third, to teach the student how to give expression, naturally, with clearness and force, to what he has thought out and felt for himself,—to put his own personality on paper; fourth, to train the student both in theory and in practice, so that he in turn may go out to teach, having some knowledge as to what should be required and expected of each grade from the lowest to the highest.

To accomplish this four-fold aim the following phases of the subject are emphasized more or less for each semester.

1.—LITERATURE. A.—Classics. A thorough study of three or more classics each semester. Aside from the ones studied in class, each pupil is required to read one book of the same nature as those studied, and to prepare an oral or written report upon the same to be given before the class. So far as it seems advisable the College Entrance Requirements are used.

B.—History. During the C year a rapid survey is made of the history and setting of American literature and the same is done for English literature in the Junior year.

2.—Themes. Weekly or bi-weekly themes are required in each course during the five years.

3.—Argumentation. A study of the principles of argumentation. Bi-weekly debates are held during the year

4.—Technical English. This phase of English is emphasized in a practical way in connection with the theme work throughout. During the D year grammar and rhetoric are emphasized; in the B year a thorough course in rhetoric is given, and in the Senior year a thorough review of grammar and method is pursued.

ENGLISH I.—Literature. Enoch Arden, Birds and

Bells, Rime of the Ancient Mariner.

Composition.—Weekly paragraphs or short themes.

Grammar.—A thorough review of the whole subject. D year, first and second semester; 4 hours per week.

ENGLISH II. Literature.—Sohrab and Rustum, Idylls of the King, The Other Wise Man.

Composition.—Weekly paragraphs or short themes.

Rhetoric.—Lockwood and Emerson, Part I.

D year, first and second semester; 4 hours per week.

ENGLISH III. Literature.—Selections from Irving, Cooper, Bryant, Longfellow and Whittier.

History.—The Colonial Period and history of American literature as regards the authors above mentioned. Painter's American Literature used.

Composition.—Weekly themes, narrative and descriptive.

C year, first and second semester; 4 hours per week.

ENGLISH IV. Literature.—Selections from Hawthorne, Lowell, Holmes and Poe.

History.—Painter's American Literature, completed.

Composition.—Weekly themes, narrative and descriptive.

C year, first and second semester; 4 hours per week.

ENGLISH V. Literature.—The Evolution of the Novel. Sir Roger De Coverley Papers, the Vicar of Wakefield, The Tale of Two Cities, Silas Marner, Cranford, Les Miserables.

Composition.—Weekly themes

Rhetoric.—Lockwood and Emerson, Parts III and IV

B year, first semester; 4 hours per week.

ENGLISH VI. Literature—Shakespeare and the Drama. As You Like it, Merchant of Venice, Julius Caesar, Macbeth, Twelfth Night, Henry V, King Lear.

Composition.—Weekly themes.

Rhetoric.—Kimbal's The English Sentence, Cairns' The Forms of Discourse, Chapter I, II, and III.

B year, second semester; 4 hours per week.

ENGLISH VII and VIII. The History of English Literature, with the study of such authors as have not been studied previously in the course.

Method in Reading and Elocution.

Argumentation.—Alden's Art of Debate is studied.

Bi-weekly debates and themes.

Junior year; 5 hours per week.

ENGLISH IX. Method in Literature and the Story. Under this heading will be studied the principles underlying the adaption of stories for the lower grades, and the various methods of teaching literature in the intermediate and upper grades.

Composition.—Method in theme-writing. It is intended in this course, to make a thorough study of the laws of the composition. Some of the points to be investigated will be as follows: The paragraph as the unit of the composition; the fundamental laws governing the various types, such as the "point of view" in description, the "connecting thread" and the motif in narration and the short story, the laws of the dialogue, the outline in exposition and argumentation. Weekly themes will be required.

Senior year, first semester; 2 hours per week.

ENGLISH X. Grammar Review and Method. A thorough review of the principles of grammar and a study of the best methods of teaching the subject.

Composition. Continued as in Course IX.

Senior year, second semester; 2 hours per week.

ELECTIVES.

1. College Freshman English.—In this course will be given what will be equal to Freshman rhetoric and Sophomore literature as given in the colleges and universities of this and the neighboring states.

2. Anglo-Saxon.—A study of the Anglo-Saxon grammar; reading of Beowulf and other selections of Old and Middle English.

For either course, 5 hours per week, during the year.

HISTORY, CIVICS AND POLITICAL ECONOMY.

This department offers eight courses which aim to give a general survey of the world's history from pre-historic times to the present day. The text in the hands of the students is used simply as a guide for collateral readings, topical reports, and class discussions. It is expected that each student will make good use of the library and reading room.

Course I.—D. Grecian History, 5 days a week for one semester.

A study of the history of Greece from pre-historic times to the Roman conquest. Especial attention is given to the

GOVERNMENT FISH HATCHERY, SPEARFISH, SOUTH DAKOTA development of the city states, and to the conditions which make the Greeks so important in the civilization of the world.

TEXT: **Bolgard's History of Greece.** Outline on text and supplementary readings required. **Fling's Source Book on Greek History** used.

Course II. D. Five days a week for one semester.

A general survey of Roman history to the time of the Germanic invasions. A comparative study of the Greeks and Romans is made and the gifts of the Romans to civilization is emphasized.

TEXT. **Myer's Rome; Its Rise and Fall.** Outlines on texts and supplementary readings. Munro's collection of sources used.)

Course III. C. Mediaeval and Modern History. Four days a week for one semester.

A general survey of the four periods; Dark Ages; Age of Revival; Era of the Protestant Reformation and Era of the Political Revolutions.

TEXT. **Myer's Mediaeval and Modern History.** Outlines on the text and supplementary reading required. **Robinson's Readings in European History** used in the source work.

COURSE IV. C. Civics, five days a week for one semester.

The purposes set before pupils in this course may be stated as follows: (E) to gain an acquaintance with the facts of local government (town, village, county and city) and of the state government; (2) to acquire habits of accuracy in learning and expressing these facts through the study of the Constitution and the statutes; (3) to obtain a broad view of the chief problems of local and state government (such as those arising in connection with taxation, elections, and judicial trials); (4) to gain an interest in current events and (5) to arrive at a full realization of the teacher's responsibility in view of the ethical aspects of citizenship.

COURSE V. B. English History, four days a week for one semester.

To the American student two phases of English history are especially valuable. First, that which tells of the social, political, industrial, and religious conditions which have shaped England's thought and life as it is expressed in English literature; second, that which shows the growth of the

English constitution and its effects upon the government of the United States. These two phases are emphasized in the work in English history.

TEXTS: **Larned's History of England. Higginson and Channing's History of England.**

COURSE VI. B. American History, four days a week for one semester.

The chief aim of the work in American history is to fill the subject with human content and to give the student a living interest in the leading social and industrial forces that have made the nation what it is. Throughout the course, the student is led to look for the relation of cause and effect as it exists between events and between the periods of our history. Wide collateral reading is required.

TEXT: **McMaster's History of the United States.**

COURSE VII. Junior Political Economy, five days a week for one semester.

This subject is admirably adapted to round out and complete the course in history. It may safely be said that we are living in an economic era. Great economic problems exist today which rising generations must solve. It is of the utmost importance, therefore, that students have their interest aroused and that they attain a reliable understanding of its fundamental principles. The purpose of the course is to accomplish this result.

COURSE VIII. Sixth Year, Elective, Modern European History, five days a week for two semesters.

The period covered by this course extends from the Peace of Westphalia, 1648, to the present time. The first semester deals especially with the age of Louis XIV, the Expansion of England, and the French Revolution. In the second semester the course is concerned with the Formation of the German and Italian States, the Eastern Question, and the Present Day International Relations.

TEXTS: **Gardiner's The French Revolution, 1789-1795, Stephen's Revolutionary Europe. C. A. Fyffe's History of Modern Europe. 1792-1878. Current Periodicals.**

COURSE IX. Methods in History. Elective for Senior and Sixth year students. One hour attendance each week throughout the year. A paper based on the critical study of sources is required at the end of the year.

NATURAL SCIENCES.

The aim of the work in this department is to familiarize the student with the phenomena about him and to show in what way these phenomena influence man directly or indirectly. To show the relationship existing between all forms of life including man, and to train the student to see, to compare, and to reason.

COURSE I. C Botany, five days a week for one semester.

This is a general study of seed plants and their relations to the soil, air, water, animals, and other plants. It includes work in plant anatomy and physiology, and beginning with the germinating plantlet follows it through its life history. Attention is paid to ecology and the place the plant world occupies in the economy of nature. Each student prepares an herbarium of forty specimens..

TEXTS: **Bergen's Foundations of Botany. Coulter's Plant Relations.**

COURSE II. B Biology, two recitations per week and one double laboratory period.

A study of type forms is made and the development from the lower to the higher shown by the specialization of organs in the more complex forms, to assist them in being better able to cope with their environment.

The work is carried on by the individual laboratory method during which time the students study the organism itself and make minute drawings, first of the parts that can be seen with the unaided eye, then with the use of the microscope. The uses of all parts of the animal are closely studied, and variation in these parts to meet special conditions noted. Comparisons are continually made as to modes of reproduction, ingestion, digestion, locomotion, circulation, sensation, etc.

At the close of the term students are given a list of animals to classify. A collection of insects or other animals is made. Each student makes a special study and research of some one animal and writes a somewhat elaborate theme upon it.

TEXTS: **Harvey's Introduction to the Study of Zoology. First Course in Galloway's Zoology**, and a large number of reference books.

COURSE III. B Physiology and Hygiene, five days a week for one semester.

In this study special emphasis is placed upon the fact that "a sound body is necessary in order that one may have a sound mind." Charts, reference books, and dissection of organs are used in order to make the subject thoroughly understood.

TEXTS: **Overton's Advanced Physiology.**

COURSE IV. Junior Geology, five days in the week first semester.

The work in geology consists of:

1. A quite full discussion of the forces now at work in and upon the earth. This includes:

a. The work of the atmosphere, (1) mechanical, (2) chemical.

b. Work of water.

c. Work of ice.

d. Work of igneous agencies.

2. The study of minerals and rocks, determination of common minerals, classification of rocks, origin of rock, and their relation to soils.

a. A study of rock structure.

b. The origin of topographic forms, and inquiry into the methods and processes by which hills and valleys, mountains and lakes and all the various landscape features have been developed.

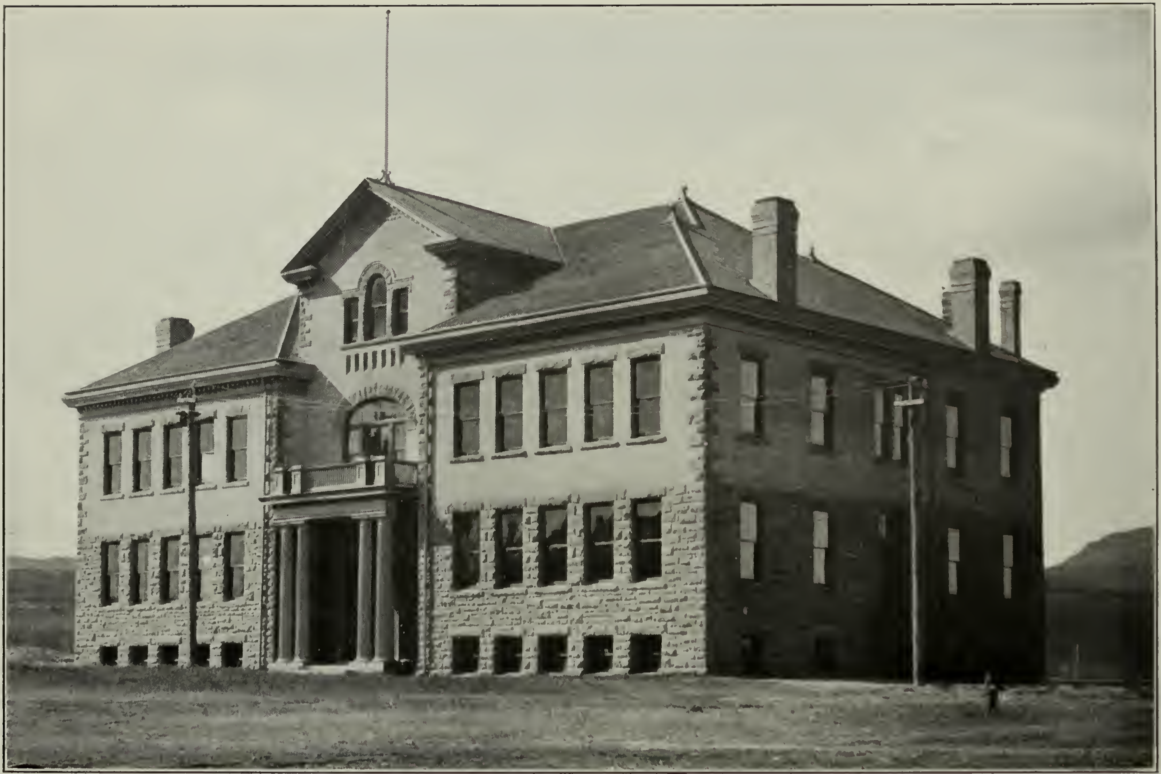
3. An outline of Geological history as exhibited in the development of North America.

In this outline study the principles on which such a history is based are first made clear. Each age is then passed in review and its distinctive features are pointed out. The physical geography of the continent is traced from its earliest recognized beginning to the present. Parallel with this study of the physical life of the continent is carried on a study of the development of animal and vegetable life.

Field Work. Facilities for field study are especially good since the Black Hills are said to be an epitome of the whole Rocky Mountain system. Each class makes excursions to places that offer the best chance for field study.

PHYSICAL SCIENCES.

This department has two laboratories each of which is



TRAINING SCHOOL BUILDING

ICE SCENE IN SPEARFISH CANYON

equipped with a good supply of practical working apparatus. It is the aim of the Department to offer such courses as will train the students in accurate, scientific habits of thought and enable them as teachers to so present the subjects to their pupils as to make each child an enthusiastic, intelligent observer of natural phenomena.

COURSE I. C Chemistry, five days in the week, for one semester.

The way to develop one's mind in any direction is to use it in that direction.

Students should acquire careful, accurate habits of observation and investigation. Therefore, in chemistry they are furnished with a large number of carefully graded experiments and many questions for thought and reference. The directions for the experiments are written and hektographed, and no hint is given of results, so the student is compelled to think and observe for himself. In order to secure as great accuracy and originality of thought as possible, the students record their observations and inferences in permanent note books,. which are corrected by the teacher. The original work is supplemented during the last part of the course by a topical review, for which the students are supplied with a large and varied assortment of the latest and best text books.

TEXTS: **Peter's Modern Chemistry. Williams' Elements of Chemistry.**

COURSE II. Qualitative Analysis, five days in the week for one semester.

An advanced course in qualitative work including rock analysis is offered to students who wish to continue the subject of chemistry.

COURSE III. Senior Physics, five days in the week for one semester.

1. Matter, physical measurements, structure, conditions.
2. Mechanics of solids, principle and laws of motion, force, energy, etc.
3. Mechanics of fluids.
4. Heat.

COURSE IV. Senior Physics, five days in the week, for one semester.

1. Magnetism, static electricity, current electricity.
2. Sound.
3. Light.

NOTE.—Laboratory periods twice a week in the afternoon are required in both courses.

TEXT: **Miliken and Gale's Physics.**

NOTE.—Laboratory note books must be presented for inspection by pupils asking credit for work done in this subject in other schools.

GEOGRAPHY.

The following course in Geography aims to put before the pupil the leading facts in his structural, climatic and industrial environment, not merely as a list of facts but as a means for increasing and developing his capacity for independent judgment. A clear mental concept of the most prominent features of the earth's surface, of the outlines of continents and oceans is the most practical result of the study of Geography and serves as a basis for all other study.

COURSE I. Commercial Geography.

This course is expected to familiarize the student with:

1. The areas of production of the leading articles of commerce.
2. The areas of consumption.
3. Means of transportation.
4. The basal facts leading to the manufacture of the most familiar articles in daily use.
5. The dependence of industries upon geographical conditions.
6. The effects of commerce upon civilization.

Papers and class reports are required throughout the term.

TEXT: **Geography of Commerce and Industry, Rocheleau.**

COURSE II. Physical Geography.

An attempt is here made to develop an attitude of investigation on the part of the pupil. The principal atmospheric phenomena are discussed in their relation to mankind and his advancement. The best type forms are selected for study and used as a basis for the study of the general physical features of the world and the forces which bring about changes in the surface of the earth.

Laboratory work is introduced to aid the pupils in their appreciation of the facts presented and to give them some idea of the methods used in geographical research.

TEXT: **Dryer.**

COURSE III. Geography Review and Methods.

The first few weeks are devoted to a general review of political, physical and commercial geography. The greater part of the semester is devoted to the outlining and discussion of a course in geography for elementary schools. The more difficult problems are taken up and methods of presentation discussed. Much attention is given to the use of materials and practice in map modeling.

The purpose of this course is to give the prospective teacher some definite ideas of subject matter in a connected plan, the best methods of presenting that matter, the best materials to use and how to use them.

BIOLOGY.

Biology, in a broad sense, includes a study of the part played by plants and animals in the economy of nature—their relation to each other and to the inorganic world.

It is the aim of this department to train the student to observe the phenomena of plant and animal life, to record such observations in descriptions and drawings, to compare the forms studied and to interpret structure in terms of function.

BOTANY.

Five days per week for one semester.

The course in Botany includes a study of the structure and physiology of seed plants, the morphology, evolution and classification of plants and finally, a study of plant ecology and economic botany. An herbarium is required of each student.

TEXT: **Bergen's Foundations of Botany. Coulter's Plant Relations.**

LATIN.

The following Latin courses, which fully prepare students for college entrance, are offered during the first four years of the Normal course. Much importance should be attached to the study of this language, not only because it cultivates habits of accuracy and thoroughness, but also on account of the large part of our English language which is derived from the Latin. Moreover, Latin is generally conceded to be one of the first of the culture studies.

COURSES I and II. D. First year Latin, five days a week for two semesters. During this year the student gains a thorough mastery of the forms of inflection and of the most important rules of syntax. Particular attention is given to marking the long vowels in all written work. During the last weeks of the second semester, the reading of connected passages is taken up in the study of selections from Viri Romae.

TEXTS: **Collar and Daniell's First Year Latin. Arrowsmith and Knapp's Viri Romae.**

COURSES III and IV. C, Caesar, five days a week for two semesters. Four books are read. Training in the writing of Latin is an important part of this year's work.

TEXTS: **Allen and Greenough's Caesar's Commentaries on the Gallic Wars.**

D'Ooge's Latin Composition Part I.

Bennett's Latin Grammar.

COURSES V and VI. B, Cicero, five days a week for two semesters. Four Orations against Catiline, Manilian Law, Archias, and Marcellus are read. One recitation a week is given to composition. Sight reading adds to the interest and effectiveness of this year's work.

TEXTS: **D'Ooge's Select Orations of Cicero. D'Ooge's Latin Composition Parts II and III.**

COURSES VII and VIII. Junior, Virgil, five days a week for two semesters. Six books are read. The Aeneid as a poem, poetical constructions, and myths together with prosody are studied. The study of composition is continued.

TEXT: **Knapp's Aeneid of Virgil.**

In addition to the courses named above a new course called the Latin Review Course is now given. This course has been designed to meet the needs of those students who feel the necessity of a review in the forms and elementary syntax of the language. The class recites once a week for one semester.

GERMAN.

The German work is planned to meet college entrance requirements; also the needs of pupils whose language study will end with their Normal course. The college requirements in grammar, composition and translation occupy most

TROUT FISHING SCENE, NEAR SPEARFISH, SOUTH DAKOTA

of the class time. While conversation, memorizing of poetry and general work on German life and literature are followed to some extent in the regular recitations, these subjects are the life of our Deutsche Gesellschaft. A great aid in composition is the correspondence by our pupils, with young people in Germany who are studying English.

GERMAN I. and II. Five days a week, two semesters B year.

a. Grammer: Vos, Essentials of German.

b. Reading: Guerber's Maerchen und Erzaehlungen; Storm's Immensee; Meissner's Aus meiner Welt; Spyri's Rosenresli and Moni der Geissbub.

c. Memory work: Learning of simple songs and proverbs.

d. Composition: Wesselhaeft's German Exercises.

GERMAN III. and IV. Five days a week, two semesters. Junior year.

a. Grammar: Joynes-Meissner. Part I.

b. Reading: Gerstaeker's Germelhausen; Hillern's Hoeher als die Kirche; stille Wasser (edited by Barnhardt); Heyse's L'Arrabiato; Lessing's Minna von Barnhelm; Schiller's Wilhelm Tell.

c. Memory work: Songs and short poems by Heine, Goethe and Schiller.

d. Composition: Written exercises and conversation introducing the more common German idioms. Also correspondence (see above).

GERMAN V. and VI. Five days a week, two semesters. Elective.

a. Grammar: Complete Joynes-Meissner.

b. Reading: Schiller's Jungfrau von Orleans; Lessing's Emilia Galatti; Goethe's Hermann und Dorothea; Scheffel's Ekkehard. Also during the year each student will be required to report upon one or two books read outside of class.

c. Memory work: Songs and poems (as above).

d. Composition: Weekly themes in German. During these courses more attention will be given to German conversation and the idioms.

Lectures will be given occasionally on the history of German literature and the student will be expected at the end of the year to have a reasonably good knowledge of

German political and literary history and be familiar with the more prominent German writers.

MANUAL TRAINING.

A perfect individual should have his mental, moral and physical natures equally well trained. Nowhere can he get this training so well as in the manual training room. Hoffman says: "Sloyd has for its aims as a means of formal education—to instill a love for work in general; to create a respect for rough, honest bodily labor; to develop self reliance and independence; to train to habits of order, exactness, cleanliness and neatness; to teach habits of attention, industry and perseverance; to promote the development of the physical powers; to train the eye to the sense of form and to cultivate the dexterity of the hand." If sloyd does all this it is a complete education in itself. And it does.

Industrial work begins in the first grade and continues throughout each year until graduation from the Normal School.

COURSE I. D Sloyd, one double period per week for one semester.

This course has been formed especially to provide for those students who have had no manual training work before entering the Normal School. The students learn here the elements of mechanical drawing and the use of the pencil, rule, compass, T-square, triangles, etc., in connection with the construction of working drawings which are required to precede the use of any of the wood-working tools. Some of the simpler models will be constructed, the making of which will require the use of the knife, saw, file, trisquare, spokeshave, etc. No text will be used in connection with this work.

COURSE II. D Sloyd, one double period per week, for one semester.

This course is a continuation of Course I.

COURSE III. D Sloyd ,one double period per week, for one semester.

This course requires the making of more difficult drawings and the use of more tools. Here special instruction is given in the use and care of tools in general. Students are taught how to sharpen the chisel, plane-iron, knife, saw, etc, Some work may be done in pyrography and Venetian iron in this course. One theme is required on the use and care of tools.

TEXTS: **The Sloyd System of Wood Working by Hoffman is used for reference, also Problems in Woodworking, by M. W. Murray.**

COURSE IV. D Sloyd, one double period per week, for one semester.

This course is a continuation of Course III.

COURSE V. C Sloyd, one double period per week for one semester.

Students in this course will perfect themselves in the use of all tools used in the preceding courses as well as the exercises in connection therewith. Work in joinery will be made the basis of this and the following course. The different kinds of finishes for wood will be studied and experimented with. A more extended study is made of the different kinds of wood, methods of preparing for consumption, preservation of forests, etc. One theme is required.

TEXTS: **Elementary Woodwork, by Frank Henry Selden; Exercises in Wood Working, by Sickels; Bench Work in Wood, by Goss; Mechanical Drawing, by Cross used as a reference book.**

COURSE IV. C Sloyd, one double period per week for one semester.

This is a continuation of V C Sloyd.

COURSE VII. B Sloyd, one double period per week for one semester.

Special attention is given to wood-turning in this course in connection with exercises that are appropriate from preceding work. Raised metal work, resist dyeing and elementary carving are touched upon. Written work required as in the preceding course.

COURSE VIII. B Sloyd, one double period per week for one semester.

This is a continuation of Course VII B.

TEXTS: In addition to the books previously referred to in this and the preceding course, "**Woodwork,**" by Samuel E. Ritchey is used as a book of reference.

COURSE IX. Junior Sloyd, one double period per week for one semester.

More advanced work in carving in connection with cabinet making. Some inlaid work and the making of blue prints, may be taken up. An extended study and research are made of the history of sloyd and manual training in this and foreign countries. One theme required.

TEXTS: **In addition to those already given, The Theory of Educational Sloyd, by Salomon; The Teacher's Handbook of Sloyd, by Otto Salomon; and Problems in Furniture Making, by Fred D. Crawshaw.**

COURSE X. Junior Sloyd, one double period per week for one semester.

Continuation of Course IX Junior Sloyd Course XI. Elective Sloyd, one double period per week for one semester.

Methods in manual trainin,g outling of typical manual training courses and making of models for the same. Planning of manual training rooms and estimating the cost of the equipment.

COURSE XII. Elective Sloyd, one double period per week for one semester.

This course is a continuation of Course XI.

TEXTS: **The texts for this and the preceding course are all available books on the subject. The Economics of Manual Training, by Rouillion, etc, .One theme required.**

DOMESTIC SCIENCE.

The aim of this work is to train the girls for the vocation which most of them will follow; that they may be able to do or have done their housework, cleaning, cooking, etc., in the most orderly, systematic, and hygienic way; that they may be able to plan and prepare meals that are most appetizing and nutritious. These must at the same time supply to the body the correct proportions of the various food principles necessary for the growth and repair and for supplying the energy and heat of the body. The further aim is to remove the drudgery from housework and living by teaching the girls to economize their time, strength, food and money; and to remove the stigma that has been placed on women's work by elevating it to the rank and level of a science, and showing the close relation it bears to the other studies they pursue in their school life.

COURSE I. D Domestic Science, one period recitation and one double period laboratory work each week for one semester.

BRIDAL VEIL FALLS, SPEARFISH CANYON

The most of this work is devoted to the study and preparation of the carbohydrates, including the cookery of the various fruits, vegetables, sauces, starches, cereals, and plain candies. The study of proteids is taken up with the preparation of bread foods. Considerable time of the recitation periods is devoted to a complete classification of all foods under one or more of the five food principles; and the uses each serves to the human body. Proper methods of kitchen cleaning are described and then required of each girl in the laboratory. Much time is devoted to the study of the various materials used in connection with the cooking; i. e. salts, spices, extracts, etc., upon which each student is required to write a paper describing its production, manufacture, cost and food value.

COURSE II. D Domestic Science, one period recitation and one double period laboratory work each week for one semester.

Continuation of Course I, Domestic Science. Proteids are given a more complete study in class while those cooked in the laboratory include eggs, meats, milk, custards,, puddings, plain cakes, and frostings.

COURSE III. C Domestic Science, one period recitation and one double period laboratory work each week for one semester.

This Course deals almost entirely with fancy cooking. Fruit canning, the making of cookies, bonbons, fondants, ice creams, etc., occupy the entire time.

COURSE IV. C Domestic Science, one period recitation and one double period laboratory work each week for one semester.

Contiuation of Course IV. C. Some time is given to the study of invalid cookery and the proper feeding of children. The planning and serving of meals is added, each girl serving two meals and each one taking the part of dishwasher, first and second cook, waitress and hostess.

COURSE V. Elective Domestic Science, two periods recitation and four periods laboratory work each week for one semester. Must be preceded by Chemistry and Domestic Science I and II.

The work covers much the same ground as Course III, but goes much more extensively into the study. This course isdesigned especially for those planning to teach this subject.

COURSE VI. Elective Domestic Science, two periods recitation and four periods laboratory work each week for one semester.

The same work as given in Course IV but much more extensively studied. Each student serves three meals; a breakfast, lunch and dinner.

TEXTS: The library is well equipped with the works of the best authors on this subject which will be used as reference books in connection with all courses.

COMMERCIAL BRANCHES

More and more demand is being made for those branches of study which especially fit the young man or woman for active business life. Almost all the prominent High Schools of our country have recognized this as a legitimate demand and accordingly offer a commercial course for those who desire it. Every year some students enter here who believe this to be the preparation they should make for life's work. Therefore to increase the usefullness of this chool a commercial course extending through five years has been arranged. Upon the completion of the first three years of this course a certificate will be granted. If one should then desire to receive the teacher's diploma he can do so by taking the last two years which are identical with the last two years of the English Course, thus receiving full credit for all previous work.

COURSE I. D Bookkeeping and Commercial Arithmetic, five days per week through the second semester.

This course is very thorough and practical. All except German-Latin students are required to take it. The "Budget system" is used. The text-book is used only as a book of reference; the student receives and gives all entries entirely and directly from the vouchers as presented and issued, thus securing business practice from the start. The Cash Book as well as the Journal are used almost from the first as books of original entry. Thorough drills in Ledger closing and making Balance Sheets and Statements are given. Special commercial calculations immediately precede the point where they are applied in recording the business transacted.

COURSE II. C. Bookkeeping and Commercial Arithmetice, five days per week through first semester.

Through this semester a wholesale and retail set under one management will be pursued and in connection with it will be a branch retail store conducted by one of the partners. The business transactions will be illustrated by all business papers received and issued as far as is thought necessary and record will be made from them. Very full information will be given regarding the established customs, practices, and usages that are everywhere followed in executing the various transactions illustrated. An excellent feature of this course is the special column work. Considerable time will be given to arithmetical calculations related to the other work.

COURSE III. C Bookkeeping and Commercial Arithmetic, five days per week through the second semester.

Through this semester a jobbing and commission set will be studied. Explanation, illustration, and practice in opening and closing corporation accounts and books, including organization, declaring of dividends, and opening of special fund accounts in accordance with the most modern methods are special features of this set. In this day and age of incorporating, almost everything from a great steel works to a farm, no young man is equipped for business life without such knowledge as he gets in this course. Drill in accurate rapid calculation in ordinary business transactions will be a feature of this work.

TEXT: **Industrial and Commercial Bookkeeping, Sadler-Rowe.**

COURSE I. C Commercial Law, five days per week through the second semester.

The subjects coming within the limits of this course are contracts, bills and notes, agency, partnership, corporations, real property and mortgages, surety and guarantyship, bailments, common carriers, and fire insurance. The aim of this course is to fortify the young business man against the "pitfalls of the law," and to prepare him to exercise his own or his employer's legal rights and privileges intelligently.

TEXT: **Richardson's Commercial Law.**

COURSES I, II, III. D and C Commercial Arithmetic.

No attempt will be made to rehash the whole subject of arithmetic; instead it will be carried along with the bookkeeping; special commercial calculations being introduced immediately preceding the point where they are applied in recording the business transactions. This it is believed will give great interest and sense of practicability to the subject.

COURSES I and II. D Spelling. Two recitations per week through both semesters.

However proficient one may be in other subjects his business education is incomplete if he cannot spell correctly. Special attention will be given to words usually misspelled and to words common to commercial work.

COURSES I and II. D Penmanship, two days per week through two semesters.

Penmanship is made prominent. It alternates with drawing during the entire year and is an elective study during the rest of the course. No writing book is used. The muscular movement is taught, part of the time of each recitation, being given to drill in rapid muscular movement exercises. Business writing, rapid, firm and plain, is the aim. It is intended that every graduate of the school shall possess skill in penmanship and have a knowledge of the most successful methods of conducting writing classes. Every poor penman, in whatever class, and any student who, even after having finished the course in writing, becomes careless and slovenly in his written work, is put back in the writing class until he has again attained proficiency and is willing to make the effort necessary to have his every day written work what it should be.

A very simple study of slant writing is taught. It is believed that the degree of slant should depend upon the form of the individual hand, and that each person should write on his own natural slant.

COURSES I and II. C Typewriting, five days per week for two semesters.

The Underwood visible typewriter and the touch system of typewriting are used.

COURSES III and IV. B Typewriting, three days per week for two semesters.

The typewriting in these courses is chiefly done in connection with the study of shorthand.

COURSES I and II. B Shorthand, five days per week for two semesters.

The Munson system of phonography is taught, as this system is believed to possess many advantages over other systems. Competent students are thoroughly prepared for office positions.

TEXTS: **Van Sant's Manual of Shorthand; Tinus' Dictation Studies.**

GIRLS BASKET BALL TEAM, 1909

DRAWING.

The purpose of the Drawing Department is in unison with the purpose of all other departments of the school; i. e., to develop the mind of the pupil; to increase his powers of expression and to assist him to practical methods whereby what he himself knows of truth may be transmitted clearly to those looking to him for instruction.

Drawing has for so long been regarded as a means of expression, that a very important fact is lost to the casual observer.

Expression is the outlet of personality,—that name given to the results of digested impressions and information which the environments of life feed us. The stronger the outlet of the "result", the wider room is there for additions to the source of outlet. Thus drawing, through expressions, claims development as a first reason for being.

The drawing course is divided into three parts. The first division calls for two periods per week during the 10th Grade or second High School year. The work includes simple perspective for type forms and familiar objects; nature study and applied design; pose or figure drawing; composition and illustration. Mediums employed are pencil ,crayon, ink and water color.

The second division of two periods per week occurs during the third year, and the subjects studied are similar to those of the second year; but different types are presented and greater skill in expression expected, while methods study takes an important place.

The third or senior division embraces construction work and drawing. The construction work includes paper folding, cutting and weaving; basketry and loom industry. Practice teaching of Drawing in the Model school is carefully supervised.

' MUSIC

VOICE AND PIANO

The Music Department offers superior advantages to pupils desiring a good musical education. A competent teacher has been engaged to give private instructions in voice and piano, and to conduct the quartets, choirs, glee clubs, and choruses.

There is also a class in harmony for all advanced pupils.

PIANO. First Grade. National Graded Course. Gustav Damm Piano School. Thurmer New School of Studies.

Second Grade. National Graded Course. Thurmer Studies. Damm Piano School.

Third Grade. Full treatment of scale and chord playing. A continuation of schoools mentioned in first and second grades. Studies from Heller and Loeschorn introduced. Preyer, op. 43 wrist studies. MacDougall, school of left hand playing.

Fourth Grade. In addition to previous schools mentioned. Turner's school of octave playing or Preyer's op. 30. Bach's Invention and works of medium difficulty from the great masters introduced. Jensen studies given.

Fifth Grade. A combination of schools and octave studies introduced. Studies selected from Bach, Chopin, Lizt, Henselt, Cramer and Clementi.

A liberal selection of playing pieces used in each grade.

VOICE. First and second grades. Easy exercises in vocalization. Voice culture and breath control. Damrosche's sight singing. Root's Technic and Art of Singing.

Third and Fourth Grades. In addition to textbooks mentioned, Marzo's Art of Vocalization.

Fifth Grade. Marzo's Art of Vocalization and songs selected from the great masters. Also songs given in German and Latin. A liberal selection of songs used in teaching each grade.

ORCHESTRAL DEPARTMENT.

The orchestral department consists of an old band, a beginner's band, a mandolin club and a ladies' orchestra. A handsome and well furnished room has been set aside for the use of these organizations.

All students are eligible to membership, and it is advisable that they own the instruments they use. The school provides a limited number of good instruments which are loaned to talented and deserving students at the discretion of the instructor.

EDUCATION

COURSES I and II, PSYCHOLOGY AND PEDAGOGY. Five days per week for two semesters. In these courses, three days per week are devoted to a study of psychology with a view to furnishing a basis for the fundamental laws of teaching. Reports of assigned observation form an important part of the work. As text, **Angells's Psychology** is used. Occasional readings are required from the following: **Baldwin's Psychology Applied to the Art of Teaching**; **Herbart's Application of Psychology to Education**; **Laurie's Institutes of Education**; **Roark's Psychology in Education**; **Rosenkranz' Philosophy of Education**; **Sully's Teacher's Handbook of Psychology**; etc. The other two days of the week are devoted to Didactics, School-management, and General Method. The purposes are to give, first, a broad conception of the scope of the teacher's work; second, a notion of the problems to be met in the school rooms; and, third, the fundamental principles in Method. Directions for the Practice Teaching to be done the following year are given. The following texts are studied in part; **Sabin's Common Sense Didactics**; **Bagley's Classroom Management**; **Lange's Apperception**; and **McMurry's Method of the Recitation.**

COURSES III and IV. Senior History and Science of Education, three days per week for two semesters.

It is the purpose of this course, first, to form an idea of what have been the chief aims, materials, methods and results of education from the time of the Greeks and Romans to the present time; second, to create a deep interest in the lives and works of the great educators; third, to study in the light of the past and present, legitimate aims, materials, methods, and results of present day education.

COURSES V and VI. PRACTICE TEACHING AND SEMINARS WITH CRITIC TEACHERS. Seniors are in charge of a class in the Training School for an hour a day throughout one year. It is the plan of the training department to have each teacher do at least four different kinds of work with as many different classes of children in the course of his practice teaching. Although closely supervised, the practice teaching is designed to permit as much independence and originality on the part of the Senior Teachers as the welfare of the class being taught will allow. For the hour during which he is in charge, the class is the Senior Teacher's own school in all possible respects.

The Seminars twice a week where each Critic Teacher meets her group of Senior Teachers, afford a place for informal discussions and special methods.

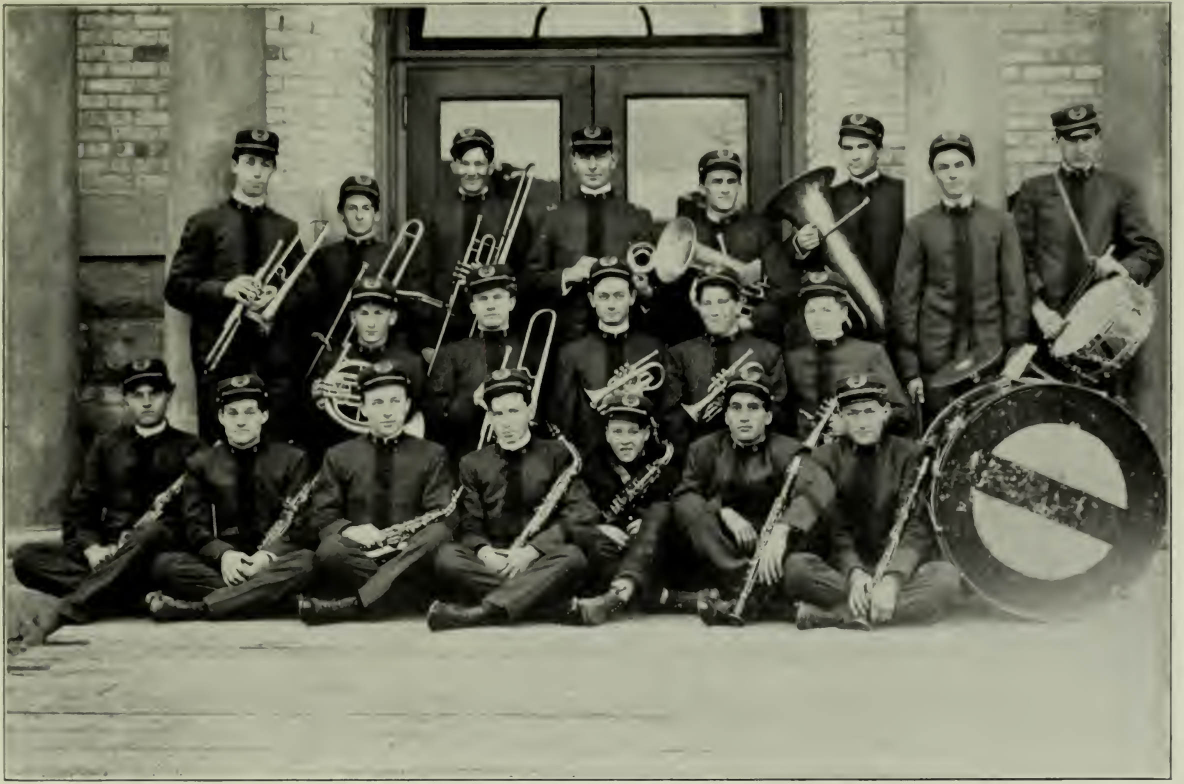
COURSES VII and VIII. ADVANCED PSYCHOLOGY AND CHILD STUDY. Five days per week for two semesters.

In this course, the cultural and educational values of psychology are about equally emphasized. The class is conducted as a sort of round table at which the class members talk freely of their own experiences and observations touching the topics under discussion. **Jame's Psychology** is used as a text.

In Child Study, after tracing the main features in the development of the child, original investigation and research are begun, and the results of some line thus pursued, are embodied in a thesis.

COURSES IX and X. PRACTICE TEACHING. Five days per week for two semesters.

Opportunity is offered in these courses for teachers who have done the work of courses I to VI inclusive, to pursue some special line of teaching in preparation for a particular kind of work.



NORMAL CADET BAND

Register of Students

Normal Department

Senior Year

SIXTH YEAR POST-GRADUATE COURSE

Dillehe, Damah	Tilford S. Dak.
Elkins, Harry	Spearfish, S. Dak.
Jarrad, Azalia	Pluma, S. Dak.
Juckett, Earl	Spearfish, S. Dak.
McCain, Lynn P.	Spearfish, S. Dak.
Mudge, Carl	Edgemont, S. Dak.
Powell, Faith	Custer, S. Dak.
Richardson, Belle	Spearfish, S. Dak.
Robison, Henry	Spearfish, S. Dak.
Sewright, Nettie	Buffalo Gap, S. Dak.
Winyall, Eva	Piedmont, S. Dak.

FIFTH YEAR (SENIOR CLASS).

Anderson, Emma	Spearfish, S. Dak.
Beck, Lillian	St. Onge, S. Dak.
Blatchford, Ethel	Terry, S. Dak.
Bowman, Laura	Buckhorn, Wyo.
Brigham, Alice	Sturgis, S. Dak.
Caple, Don	Folsom, S. Dak.
Coleman, Laura	Terry, S. Dak.
Cook, Anita	Spearfish, S. Dak.
Davis, Georgia	Roggen, Colo.
Dickey, Hubert	Spearfish, S. Dak.

Elwood, Lura	Nemo, S. Dak.
Evans, Winnie	Spearfish, S. Dak.
Feay, Ora	Custer, S. Dak
Gibson, Evelyn	Terry, S. Dak
Goulette, Edna	Central, S. Dak.
Grams, Anne	Sturgis, S. Dak.
Hughes, Richard	Spearfish, S. Dak.
Johnson, Elizabeth	Sturgis, S. Dak.
Keliher, Miriam	Rapid City, S. Dak.
Kelley, Janet	Hulett, Wyo.
Kelly, Blanche	Spearfish, S. Dak.
Massie, Robert	Mona, Wyo.
McGill, Lillian	Vale, S. Dak.
Montgomery, Ethel	Custer, S. Dak.
Norris, Frances	Spearfish, S. Dak.
Norris, Mae	Spearfish, S. Dak.
Pilcher, Joe	Custer, S. Dak.
Rounds, Frances	Sundance, Wyo.
Russell, Leona	Spearfish, S. Dak.
Sappington, Amanda	Custer, S. Dak.
Schrader, Frances	Rapid City, S. Dak.
Slater, Lena	Blair, Nebr.
Soutar, Frank	Spearfish, S. Dak.
Stewart, Edith	Terry, S. Dak.
Tompkins, Frances	Rapid City, S. Dak.
Toms, Mary	Spearfish, S. Dak.
Tullock, Katherine	Spearfish, S. Dak.
Waterman, May	Belle Fourche, S. Dak.
Willard, Elsie	Marion, Iowa.
Willard, Estelle	Baldwin, Iowa.
Willard, Sara	Baldwin, Iowa.
Wilson, Minnie	New Castle, Wyo.

FOURTH YEAR (JUNIOR CLASS)

Allen, Helen	Hermosa, S. Dak.
Bartleson, Edith	Deadwood, S. Dak.
Brindley, Annette	Oelrichs, S. Dak.
Cox, Grace	Oral, S. Dak.
Gramberg, Emma	Hermosa, S. Dak.
Hale, Loura	Terry, S. Dak.
Halloran, Nellie	Spearfish, S. Dak.

UPPER FALLS OF SQUAW CREEK, NEAR SPEARFISH

Hull, Beulah	Spearfish, S. Dak.
Juckett, Dwight	Spearfish, S. Dak.
Markham, Luella	Spearfish, S. Dak.
Martin, Lura	Spearfish, S. Dak.
Monheim, Louise	Custer, S. Dak.
Pitts, Edythe	Winfred, S. Dak.
Reddick, James	Hermosa, S. Dak.
Schuler, Nellie	Spearfish, S. Dak.
Schuster, Laura	Rapid City, S. Dak.
Stemple, Samuel	Terry, S. Dak.
Toomey, Ralph	Spearfish, S. Dak.
West, Edna	Spearfish, S. Dak.
Wolzmuth, Laura	Cedar Falls, Iowa.

THIRD YEAR (CLASS B.)

Anderson, Effie	Aladdin, Wyo.
Blackwell, Lee	Snoma, S. Dak.
Driver, Birdie	Hill City, S. Dak.
Finch, Nellie	Beulah, Wyo.
Hines, John	Oral, S. Dak.
Holben, Madeline	Spearfish, S. Dak.
Holmes, Ruth	Roubaix, S. Dak.
Juckett, Beatrice	Spearfish, S. Dak.
Kelley, Cecelia	Hulett, Wyo.
Kelly, Lucius	Spearfish, S. Dak.
Kerwin, Mamie	Spearfish, S. Dak.
Marsh, Ethel	Spearfish, S. Dak.
McMaster, William	Belle Fourche, S. Dak.
McNall, Enid	Terry, S. Dak.
Moss, Ruth	Spearfish, S. Dak.
Neuman, Cecil	Wymore, Nebr.
Northey, Carrie	Spearfish, S. Dak.
Oden, Florentine	Spearfish, S. Dak.
Pascoe, Walter	Beulah, Wyo.
Priest, Nellie	Piedmont, S. Dak.
Roe, Minnie	Cascade Springs, S. Dak.
Rose, Alcester	Vale, S. Dak.
Reslosnick, Mary	Terry, S. Dak.
Schenk, Mary	Belle Fourche, S. Dak.
Sellers, Elizabeth	Sturgis, S. Dak.
Showalter, Mary	West Union, West Va.
Shuart, Edna	Gillette, Wyo.

Strater, Vernon	Hermosa, S. Dak.
Thain, Reta	Sundance, Wyo.
Thomas, Grace	Spearfish, S. Dak
Thomas, Nellie	Spearfish, S. Dak.
Thomas, Winnie	Roubaix, S. Dak.
Walton, Louise	Spearfish, S. Dak.
Wilson, Grace	Ada, S. Dak.
Wolzmuth, Zella	Spearfish, S. Dak.

SECOND YEAR (CLASS C.)

Adams ,Irene	Spearfish, S. Dak.
Allen, Vida	Spearfish, S. Dak.
Benoit, Anna,	St. Onge, S. Dak.
Blake, George	Harding, S. Dak.
Bondurant, Gladys	Spearfish, S. Dak.
Browning, Clarence	Camp Crook, S. Dak.
Burkhart, Mary	Vinco, Pa.
Cameron, Myrtle	Farrall, Wyo.
Carten, Elizabeth	Hot Springs, S. Dak.
Churchill, Ralph	Hermosa, S. Dak.
Crago, Cora	Spearfish, S. Dak.
Crago, Jennie	Spearfish, S. Dak.
Crary, Gerald	Deadwood, S. Dak.
Daheln, Signa	Gustave, S. Dak.
Doaslaugh, Ruby	Spearfish, S. Dak.
Draper, Elton	Sundance, Wyo.
Driskill, Edith	Spearfish, S. Dak.
Dunlevy, May	Philips, S. Dak.
Fahrenwald, Bessie	Pennington, S. Dak.
Fardig, Hilda	Snoma, S. Dak.
Fox, Nellie	Piedmont, S. Dak.
Fredrickson, Arne	Nemo, S. Dak.
Fuller, Josephine	St. Onge, S. Dak.
Garlock, Ellen	Custer, S. Dak.
Gibson, Grace	Spearfish, S. Dak.
Gotfredson, Anna	Snoma, S. Dak.
Grote, Peter	Spearfish, S. Dak.
Hansen, Emma	Sturgis, S. Dak.
Hedlun, Ernest	Fairburn, S. Dak.
Heinbaugh, Myrtle	Spearfish, S. Dak.
Henschke, John	Custer, S. Dak.
Hemler, Teresa	Spearfish, S. Dak.

'08 FOOT BALL SQUAD

Humphries, Eunice	Hulett, Wyo.
Judson, Alcena	Viewfield, S. Dak.
Kamman, Mildred	Hill City, S. Dak.
King, Mary	Spearfish, S. Dak.
Knoff, Pauline	Aladdin, Wyo.
Landers, Jessie	Lamson, S. Dak.
Landers, Sophie	Lamson, S. Dak.
Larson, Meta	Snoma, S. Dak.
Lavier, Edna	Nemo, S. Dak.
Lee, Mina	Depass, Wyo.
Marsh, Maude	Spearfish, S. Dak.
Moore, Isabell	Hulett, Wyo.
Morley, Harrison	Wall Lake, Iowa.
Mosher, George	Hot Springs, S. Dak.
Norris, Leta	Spearfish, S. Dak.
Northey, Laura	Spearfish, S. Dak.
Oliver, Percy	Sundance, Wyo.
Powell, Hattie	Hulett, Wyo.
Reausaw, Mabel	Roubaix, S. Dak.
Reilly, Grace	Spearfish, S. Dak.
Revell, Esther	Nahant, S. Dak.
Rice, Virginia	Spearfish, S. Dak.
Richards, Alice	Vale, S. Dak.
Rushton, Ella	Spearfish, S. Dak.
Scharr, Caroline	Spearfish, S. Dak.
Schleichardt, Marcia	Spearfish, S. Dak.
Shedd, Faye	Lead, S. Dak.
Shedd, Georgia	Lead, S. Dak.
Shipley, George	Spearfish, S. Dak.
Simm, Garnett	Lead, S. Dak.
Slider, Lawrence	Crawford, Nebr.
Stannard, Fred	Spokane, Washington.
Summers, Hubert	Snoma, S. Dak.
Thoen, Anna	Spearfish, S. Dak.
Thomas, Amy	Roubaix, S. Dak.
Toms, Tommy	Spearfish, S. Dak.
Toomey, Howard	Spearfish, S. Dak.
Ulton, Florence	Lithia, S. Dak.
Vaughn, Elizabeth	Spearfish, S. Dak.
Vercoe, Margaret	Lead, S. Dak.
Vodden, George	Spearfish, S. Dak.
Walters, Howard	Spearfish, S. Dak.

Wellnar, Martha	Smithwick, S. Dak.
Williams, Curtis	Edgemont, S. Dak.

FIRST YEAR (CLASS D.)

Anderson, Dorothe	Snoma, S. Dak.
Anderson, Ingerline	Snoma, S. Dak.
Anderson, Sophie	Snoma, S. Dak.
Anderson, Ulva	Spearfish, S. Dak.
Barbour, Chas.	Belle Fourche, S. Dak.
Barton Louis	Sundance, Wyo.
Beach, William	Folsom, S. Dak.
Bears, Katherine	Nahant, S. Dak.
Bishop, Aleatha	Spearfish, S. Dak.
Black, Anna	Chadron, Nebr.
Blackwell, Harold	Snoma, S. Dak.
Bodenner, Miles	Fairburn, S. Dak.
Boundurant, Oscar	Spearfish, S. Dak.
Bryant, Esther	Spearfish, S. Dak.
Bunney, John	Spearfish, S. Dak.
Cain, John,	Spearfish, S. Dak.
Campbell, Will	Spearfish, S. Dak.
Case, Zoe	Spearfish, S. Dak.
Cathey, Eunice	Spearfish, S. Dak.
Christensen. Marie	Camp Crook, S. Dak.
Chuning, Paul	Camp Crook, S. Dak.
Clarke, Dulce	Preston, Montana.
Cory, Victor	Spearfish, S. Dak.
Cotton, Faye	Spearfish, S. Dak.
Crist, Charles	Spearfish, S. Dak.
Dahlen, Ida	Gustave, S. Dak.
Danielson, Gertrude	Spearfish S. Dak.
Danielson, Ulic	Spearfish, S. Dak.
Daughenbaugh, Jessie	Hermosa, S. Dak.
Dickey, Ana	Spearfish, S. Dak.
Driver, John	Hill City, S. Dak.
Driver, William	Hill City, S. Dak.
Durfee, Bud	Spearfish, S. Dak.
Durfee, Ella	Spearfish ,S. Dak.
Durfee, Joe	Spearfish, S. Dak.
Durfee, Marjorie	Spearfish, S. Dak.
Elliott, Arthur	Spearfish, S. Dak.
Elliott, Robert	Spearfish, S. Dak.

Y. W. C. A.

Earnest, Velma	Spearfish, S. Dak.
Earnest, Vera	Spearfish, S. Dak.
Eustace, Lyda	Spearfish, S. Dak.
Evans, Robert	Spearfish, S. Dak.
Fieldsend, Hazel	Belle Fourche, S. Dak.
Finch, Mary	Beulah, Wyo.
Fox, Clyde	Spearfish, S. Dak.
Freeland, James	Spearfish, S. Dak.
Golding, Eva	Spearfish, S. Dak.
Gotfredson, Louie	Snoma, S. Dak.
Guidinger, Anna	Beulah, Wyo.
Halloran, Rose	Spearfish, S. Dak.
Halloran, Willie	Spearfish, S. Dak.
Hamilton, Ethel	Bowman, N. Dak.
Hawley, Emilie	Spearfish, S. Dak.
Heinbaugh, Charles	Spearfish, S. Dak.
Heinbaugh, Flossie	Spearfish, S. Dak.
Heitter, Sherman	Sundance, Wyo.
Hemler, Sylvester	Spearfish, S. Dak.
Hiles, Horace	Burlington Junction, Mo.
Hilton, Edith	Vale, S. Dak.
Hitzel, John	Spearfish, S. Dak.
Humphries, Russell	Hulett, Wyo.
Hunter, Nellie	Greenmont, S. Dak.
Jensen, Marie	Dietz, Wyo.
Jefferson, Archie	Spearfish, S. Dak.
Johnson, Abby	Spearfish, S. Dak.
Kemper, Bonnie	Spearfish, S. Dak.
Kerwin, William	Spearfish, S. Dak.
Knoff, Richard	Aladdin, Wyo.
Knoff, Roy	Aladdin, Wyo.
Lincoln, Mabel	Spearfish, S. Dak.
Lundgren, Nettie	Spearfish, S. Dak.
Mahoney, Benjamin	Alva, Wyo.
McClain, Grace	Daviston, S. Dak.
McDonnell, Willard	Camp Crook, S. Dak.
McLaughlin, James	Spearfish, S. Dak.
Martin, Orrimill	Spearfish, S. Dak.
Martin, Wesley	Spearfish, S. Dak.
Melum, Clara	Capitol, Mont.
Merrill, Esther	Blue Earth, Minn.
Miller, Walter	Piedmont, S. Dak.

Mitchell, Marion	Sidney, Iowa.
Moseley, Eunice	Camp Crook, S. Dak.
Moseley, Irene	Camp Crook, S. Dak.
Murrey, Chester	Spearfish, S. Dak.
Nicholas, Margaret	Spearfish, S. Dak.
Nicholas, Thomas	Spearfish, S. Dak.
Oden, Glen	Spearfish, S. Dak.
Owen, Eugenia	Spearfish, S. Dak.
Perli, Alexander	Galena, S. Dak.
Pitts, Ruth	Mystic, S. Dak.
Priest, Irving	Piedmont, S. Dak.
Rautapaa, Sophia	Roubaix, S. Dak.
Ravindal, Lillian	Novak, S. Dak.
Ridgeway, Floyd	Camp Crook, S. Dak.
Ripley, Adelaide	Aladdin, Wyo.
Robinson, Helen	Nemo, S. Dak.
Rooth, Minnie	Nemo, S. Dak.
Rushton, Mattie	Spearfish, S. Dak.
Scoggin, Leora	Spearfish, S. Dak.
Sellers, Clarence	Belle Fourche, S. Dak.
Sewright, Guy	Buffalo Gap, S. Dak.
Shevling, Harley	Vale, S. Dak.
Shirk, Glen	Spearfish, S. Dak.
Shober, Julia	Spearfish, S. Dak.
Slider, Clarence	Crawford, Nebr.
Slider, Ralph	Crawford, Nebr.
Smith, Georgenia	Buffalo Gap, S. Dak.
Soutar, Gertrude	Spearfish, S. Dak.
Spangler, Clayton	Hermosa, S. Dak.
Stearns, Elvis	Karinen, S. Dak.
Stearns, Glen	Karinen, S. Dak.
Stokes, Maude	Harding, S. Dak.
Sweet, Bessie	Mystic, S. Dak.
Tauck, Henry	Beulah, Wyo.
Teigen, Elsie	Capitol, Mont.
Teigen, Palma	Capitol Mont.
Thomas, Charlotte	Beulah, Wyo.
Thompson, Bessie	Spearfish, S. Dak.
Thompson, Garry	Spearfish, S. Dak.
Tibbits, Roy	Spearfish, S. Dak.
Urton, Ralph	Vale, S. Dak.
Wall, Mattie	Deadwood, S. Dak.

TRACK TEAM, 1909

Walthall, Uva	Jonesville, S. Dak.
Watson, Isabell	Lentz, S. Dak.
Webber, Goldie	Spearfish, S. Dak.
Wilcox, Louis	Spearfish, S. Dak.
Wilhelm, Hettie	Deadwood, S. Dak.
Willett, Rebecca	Ashcroft, S. Dak.
Wood, Ben	Spearfish, S. Dak.
Wood, Careta	Farrall, Wyo.
Wood, Gertie	Snoma, S. Dak.
Wood. Floyd	Snoma, S. Dak.
Young, Isa	Nemo, S. Dak.
Zimmer, Viola	Spearfish, S. Dak.
Zummach, Erma	Spearfish, S. Dak.

UNCLASSIFIED

Billington, Leo	Spearfish, S. Dak.
Cooper, Arthur	Spearfish, S. Dak.
Crawford, Jean	Spearfish, S. Dak.
Dahl, Alfred	Camp Crook, S. Dak.
Halloran, James	Spearfish, S. Dak.
Heumphreus, Don	Custer, S. Dak.
Jenks, Nona	Spearfish, S. Dak.
Oliver, Iris	Sundance, Wyo.
Sneve, Sophia	Folsom, S. Dak.
Thompson, Martin	Spearfish, S. Dak.
Toms, Helen	Spearfish, S. Dak.
Warren, Hazel	Spearfish, S. Dak.
Waldron, Arthur	Harding, S. Dak.

Total Enrollment in Normal Department 342

Alumni Records

Eleven years ago, in recognition of the need of an association of the graduates of the school that should strengthen fraternal and professional feeling, the ‘‘Alumni Assocation of the State Normal School at Spearfish, South Dakota,'' was organized. The association meets annually at Spearfish, on Friday of Commencement week, that day having been set apart as Alumni Day. The business meeting is held in the Normal Commercial Room, at 9:30 the following morning. The advantages of such an association are obvious. It is hoped that every graduate of the school will join and take a lively interest in its success. We earnestly desire to keep a record of the work of the graduates and to know their whereabouts. This would render it possible for us to compile and publish statistics of interest to the public and of value to the school, and would sometimes enable us to put graduates in correspondence with school officers making inquiry for teachers. The president of the school should be notified in every instance of a change of address.

The officers of the association are:

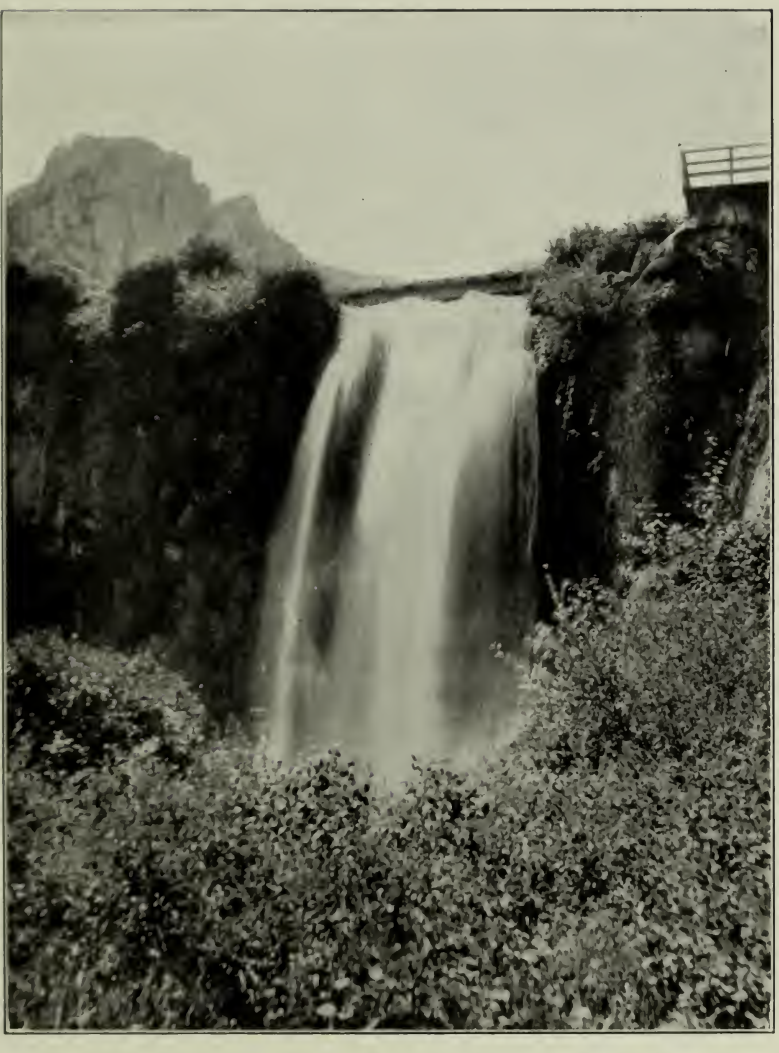
Faith Powell—President.

Eva Winyall—Vice President.

Mrs. E. J. Wolzmuth—Secretary and Treasurer.

CLASS OF 1887.

Jean Cowgill (Mrs. Frank D. Comerford) . . . . Chicago, Ill.
May Chase . . . . Rapid City, S. Dak.
Maude Gardner (Mrs. John Hoover) . . . . . . Macy, S. Dak.
Cora Grubbs (Mrs. John Currier) . . . . Topeka, Kan.
Henry Jones . . . . 21 E. 7th St., Sioux Falls, S. Dak.



SPEARFISH FALLS, SPEARFISH CANYON

Kate Kemper	Deadwood, S. Dak.
Nettie Pratt (Mrs. D. R. Evans)	Deceased.
Sallie Pryor (Mrs. R. L. Chunning)	Camp Crook, S. Dak.
Eugene Pettigrew	Los Angeles, Calif.
Richard Whitney	Deadwood, S. Dak.

CLASS OF 1889.

Cornelia Beach	Flandreau, S. Dak.
Mary M. Clemens (Mrs. J. R. Smith)	Pilgrim's Rest, S. Africa
Elsie M. Cole (Mrs. E. M. Higgins)	Creston, S. Dak.
Ida S. Deidrich (Mrs. B. A. Swan)	Sundance, Wyo.
Ida M. Franklin (Mrs. Charles Pierson)	Spearfish, S. Dak.
Barbara Gunn (Mrs. F. A. Andrews)	Beulah Wyo.
George W. Hammond	New York City.
Clara J. Morden (Mrs. V. S. Johnston)	Spearfish, S. Dak.
Jay F. Pyles, Box 1145, Village Deep	Johannesburg, S. Africa
Clarence N. Pettigrew	Pine Bluff, Ark.
Ella Rogers (Mrs. H. A. Squire)	Los Angeles, Calif.
Mattie C Stannus (Mrs. A. Clemens)	Spearfish, S. Dak
Cornelia Storman	Lead, S. Dak.
William S. Williams	Ione, Calif.

CLASS OF 1890

Helen M. Bennett	Deadwood, S. Dak.
Julia P. Day	Chehalis, Wash.
Kate Phillips (Mrs. H. B. Wardman)	Deadwood, S. Dak.

CLASS OF 1891

Albert Anderson	Sturgis, S. Dak.
Susie Bird	Belle Fourche, S. Dak.
William Baringer	Moscow, Idaho.
Nora Burris (Mrs. B. F. Spry)	Paoli, N. Dak.
Damon Clark	Lead, S. Dak.
Antoinette Gore (Mrs. Harry Monheim)	Sturgis, S. Dak.
Nellie Hough (Mrs. Wm. Bradley)	Sturgis, S. Dak.
Augusta Melbourne(Mrs. Augusta Wood)	Kansas City, Mo.
Carrie Phillips (Mrs. W. E. Jones)	Sturgis, S. Dak.
Cora Parsons (Mrs. J. Lang)	Clearmont, Wyo.
Alice Day Pratt	Montreal, N. C.
John Russell	Deadwood, S. Dak.
Olive Smith	Deadwood, S. Dak.

CLASS OF 1892

Maude Baird (Mrs. G. D. Coons)	7 Main Ave., Albany, N. Y.
Rhoda Christiernsson	Rockerville, S. Dak.
Livingston Edwards	Crown Deep, Johannesburg, S. Africa
Lusia Garland (Mrs. Wilbur Mackenzie)	Spokane Wash.
Florence Glenn	Lead, S. Dak.
Myrtle Grimshaw (Mrs. Elmer Ricker)	Deadwood, S. Dak.
Teresa Herlihy (Mrs. John Neary)	Lead, S. Dak.
Martha Miller	Prescott, Ariz.
Lynn P. McCain	Spearfish, S. Dak.
Eva Ogden (Mrs. A. L. Putnam)	Newcastle Wyo.
Gertrude Phillips	The Dalles, Ore.
Mary E. Roche (Mrs, J. Ryan)	Lead, S. Dak.
Clarence A. Smith	Los Angeles Calif.
Bertha Smith (Mrs. John McFarland)	Spearfish, S. Dak.
Grace Williams	Auburn, Calif.

CLASS OF 1893

Adella Beach	Rapid City, S. Dak.
Kate Boyd (Mrs. A. L. Baker)	Visalia, Calif.
Rose Douglas (Mrs. G. G. Verbryck)	Salt Lake, Utah.
Ada Gregg (Mrs. W. B. Perkins)	Lead, S. Dak.
William Huffman	Woodburn, Ore.
Alice Hough (Mrs. George Price)	Sturgis, S. Dak.
Kate Murrin (Mrs. G. F. Stebbins)	Spearfish, S. Dak.
Nellie Thornburg (Mrs. George Willis)	Sheridan, Wyo.
Carlotta Thomas (Mrs. Albert Nisely)	Cambria, Wyo.

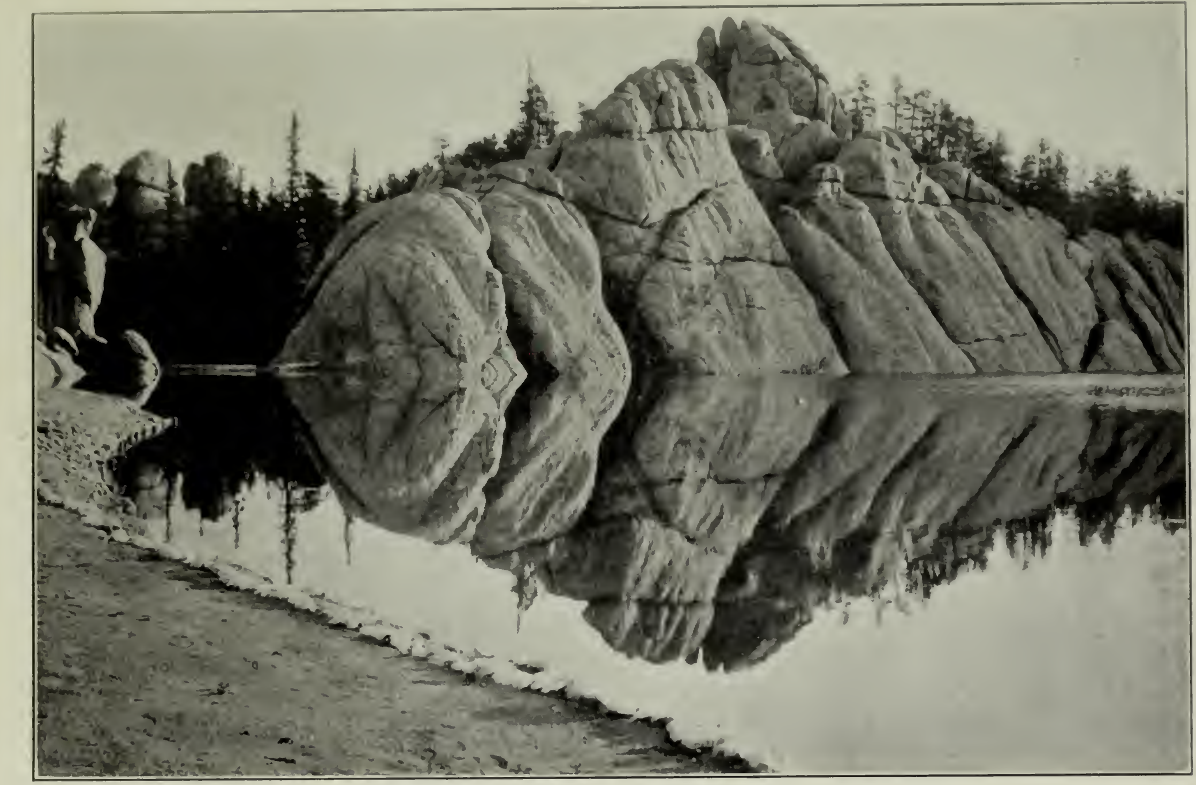
CLASS OF 1894

Earl Allen	Anadarko, Okla.
Elizabeth Burris (Mrs. Fred Baxter)	Mona, Wyo.
Amy Bird	Belle Fourche, S. Dak.
Maude Barber (Mrs. Edward Cook)	Deadwood, S. Dak.
Lillie Glenn	Deceased.
Bernice Hudson	Hemlock, N. Y.
William Ledeboer	Grand Rapids, Mich.
Leah Pease (Mrs. Charles Witzell)	Los Angeles, Calif.

CLASS OF 1895.

Cortelia Bowman	Spearfish, S. Dak.
Thomas C. Deffebach	Chance, S. Dak.
Dorothy Goldbloom	Deadwood, S. Dak.
Anna Henderson (Mrs. Walter Miller)	Spearfish, S. Dak.

FACULTY MALE QUARTETTE, 1909



SYLVAN LAKE, NEAR CUSTER

Carl Imes .... Boise, Idaho
Maude Knickerbocker (Mrs. Jay Pyles)
......Box 1145, Village Deep, Johannesburg, S. Africa.
Mary D .Lake (Mrs. J. C. Bump) ......Rapid City, S. Dak.
Frederick W. McCready .... Denver Colo.
Inez B. McIntyre .... Deadwood, S. Dak.
Merle A. McCain .... Rapid City, S. Dak.
Fannie E. Pratt (Mrs. Fred Cindell) Johnnesburg, S. Africa.
Katherine M. Pohlzon (Mrs. Damon Clark) Lead, S. Dak.
Leroy Phillips .... Wallace, Idaho.
Herbert L. Pratt .... McMinnville, Ore.
Ethelyn Stevens (Mrs. T. G. Deffebach) ....Chance, S. Dak.
Ola M. White (Mrs. D. R. Evans,) . . Belle Fourche, S. Dak.

CLASS OF 1896

Sara A. Dean (Mrs. A. D. LeRoy) .... Deceased.
Mattie M. Gibson (Mrs. Edward Welch) . .Spearfish, S. Dak.
Mabel Gilbert .... Spearfish, S. Dak.
Florence Keats (Mrs. B. F. Bettelheim) ....Alliance, Nebr.
Olive Knowles .... Deadwood, S. Dak.
Alice Knowles (Mrs. Matt Anderson) ....Terry, S. Dak.
Cora M. Knickerbocker (Mrs. Arthur Reynolds) Portland, O.
Mabel Louthan (Mrs. Roscoe Brown) ....Spearfish, S. Dak.
Cyral Miller .... Deceased.
Harry McClendon .... 252 Corona St., Denver Colo.
Arthur McCready .... Nemo, S. Dak.
Franklin McCready .... Buckhorn, Wyo.
Mary E. Phillips (Mrs. Frank Clay) ....Denver, Colo.
May Rich .... Lithia, S. Dak.
Arthur Reynolds .... Portland, Ore.
Laura A. Shannon (Mrs. A. Patriquin) ......Portland, Ore.

CLASS OF 1897.

Mabel Brant .... Belle Fourche, S. Dak.
Emma Cummings .... Cambria, Wyo.
Minnie Cachelin (Mrs. Otis Hymer).....Deadwood, S. Dak
Margaret H. Fraser (Mrs. L. D. Brooks) Red Lodge, Mont.
Jessie A. Gammon (Mrs. M. C. Conners) Spearfish, S. Dak.
Nellie I. Honey (Mrs. J. C. Barber) ....Lead, S. Dak.
Julia C. Nefsy (Mrs. B. C. Noble) ....Sundance, Wyo.
Marguerite F. Rich .... Rapid City, S. Dak.
Belle West (Mrs. Belle Richardson) .....Spearfish, S. Dak.

CLASS OF 1898.

Maude M. Bright (Mrs. Will Frackleton)	Lead, S. Dak.
Evelyn V. Beckwith (Mrs. M. E. Hiltner)	Flat Iron S. Dak.
Robert H. Burris	Spearfish, S. Dak.
Ada Carns	Kemmerer, Wyo.
Irene F. Ferguson	Smithwick, S. Dak.
Arthur F. Henry	Spearfish, S. Dak.
Delbert N. Huff	Spearfish, S. Dak.
Rhoda Kemper (Mrs. Wm. Hitzel)	Spearfish, S. Dak.
Annie V. Lawrenson (Mrs. Harry M'Pheter)	Great Falls Mont
Kathryn P. Mitchell	Seattle, Wash.
Maud M. Nichols (Mrs. W. M. McLaughlin)	Pawlet, Nebr.
Inez E. Pratt	Deceased.
Elizabeth C. Rebbe	919 Albany St., Los Angeles, Calif.
Minnie M. Rebbe (Mrs. Harry Hollingshead)	Walker, Ariz.
Burt E. Robins	Smithwick, S. Dak.
Bessie E. Seim	Deceased.
Areta V. Stoermer	Rapid City, S. Dak.
Josephine Shannon (Mrs. Herbert Pratt)	McMinnville, Ore.
Edith G. Thomas	Santa Monica,Calif.
Florence E. Wertman	Lead, S. Dak.
Franc L. Wertman	Lead, S. Dak.
Velva Whitney	Ekalaka, Mont.

CLASS OF 1899.

Carrie A. Anderson	Spearfish, S. Dak.
Pearl Gilbert (Mrs. Roy Ostrander)	Harding, S. Dak.
Arloa Greenleaf (Mrs. J. W. Dalby)	Buffalo Gap, S. Dak.
Katherine Hough (Mrs. F. L. Cummings)	Elk Point, S. Dak.
Francis Murrin (Mrs. George Mollring)	Deceased.
Irene D. Pringle	Lead, S. Dak.
Evangeline Winyall	Piedmont. S. Dak.
Gertrude Tutty (Mrs. Guy Gilbert)	Harding, S. Dak.
Emma T. Wood	Snoma, S. Dak.
Marcia Rich (Mrs. Will Bigelow)	Oelrich, S. Dak.
Jennie B. Wright (Mrs. Paul Ames)	Haley, N. Dak.

CLASS OF 1900.

Charlotte H. Christianson (Mrs. Richard Imes)	Denver, Colo.
Mamie E. Clay (Mrs. Fred Cachelin)	Sand Creek, N. Dak.
Mabel E. Cook	Bozeman, Mont.
Grace E. Dyer (Mrs. Charles Searles)	Lead, S. Dak.
Nettie A. Evans (Mrs. Frank Jackson)	Cabel Mont.

Orira M. Frost, ... 122 S. Pennsylvania Ave., Denver, Colo.
Mae L. Glanville (Mrs. W. J. Harvey) . . . . . . Lead, S. Dak.
Rose M. Harvey . . . . Lead, S. Dak.
Maude Johnston . . . . Minneapolis, Minn.
George Lane . . . . Camp Crook, S. Dak.
Luella Morrel (Mrs. Leslie Cook) . . . . Aladdin Wyo.
Arabella Osborne (Mrs. John L. Anderson) . . . . . .
. . . . 6530 Sinclaire Ave., Laverpre, Ill.
Willis E. Owen . . . . Spearfish, S. Dak.
Dessie E. Scotney (Mrs. H. Schipke) Belle Fourche, S. Dak.
Jessie J. Sellers . . . . Sturgis, S. Dak.
Roy S. Scott . . . . Camp Crook, S. Dak.

CLASS OF 1901.

Harriet L. Barber . . . . Lincoln, Nebr.
Barbara Henry (Mrs. Lloyd Poindexter) Deadwood, S. Dak.
Louis Howe, Jr. . . . . Cody. Wyo.
Edgar A. Kenoyer . . . . Sidney, Mont.
Nellie Maude Miller . . . . Hayward, S. Dak.
Mary A. Powell (Mrs. H. D. Dibble) . . . . . . Sturgis, S. Dak.
Olive M. Packard (Mrs. J. R. Warren) Camp Crook, S. Dak.
Clara C. Ross, (Mrs. Chas. W. Rose) Grand Junction, Colo.
Kate G. Scott . . . . Spearfish, S. Dak.
Corrina Thornburg (Mrs. L. A. Jones) . . . . Lead, S. Dak.
Caroline Teffre (Mrs. A. B. Groshong) . . . . . . Tacoma Wash.
Alice Agnes Travers (Mrs. W. D. Beardshear) Laflin, S. Dak.
Emma Z Williams (Mrs. Chas, Morgan) . . . . Lead, S. Dak.

CLASS OF 1902

Agnes J. Anderson . . . . Aladdin Wyo
Pearl M. Beckwith (Mrs. W. Frizzell) . . Spearfish, S. Dak.
Bertha C. Burris . . . . Deadwood, S. Dak.
Helen A. Carpenter . . . . Upton, Wyo.
Edith Earl . . . . Seattle, Wash.
Bertha Gibson (Mrs. W. R. Irwin) . . . . . . Spearfish, S. Dak.
Lena L. Odou (Mrs. Paul Malone) . . . . . . Deadwood, S. Dak.
Mabel P. Peterson (Mrs. D. Hilton) . . . . Savoy, S. Dak.
Anna M. Preston . . . . Hot Springs, S. Dak.
Lillian Van Russell . . . . Spokane, Wash.
Estella Robins (Mrs. Herman L. Hussong) Smithwick, S. Dak.
Perrie R. Tracy (Mrs. Fred Mann) . . . . Aladdin, Wyo.
Marguerite Thomas . . . . Rapid City, S. Dak.
Frank Thompson . . . . Hill City, S. Dak.

Anna Uhlig .... Whitewood. S. Dak.
Emma Walton .... Belle Fourche, S. Dak.
Bessie B. Wilcox (Mrs. James Wilkie) ......Lead, S. Dak.

CLASS OF 1903.

Anna B. Ashman (Mrs. Otis L. Linn) ......Roseville. Calif.
Wilhelmina Burkman (Mrs. C. J. Warren) Jamestown, Colo.
Dorothy E. Franklin (Mrs. Abe S. Laurie)........ ....1005 First Ave, Sioux Falls, S. Dak.
Fred B. Freeland .... Miles, Wash.
Kittie S. Frost, 122 S. Pennsylvania Ave., ...Denver, Colo.
Margaret Hampton (Mrs. Fred Lamberton) Tilford, S. Dak.
Grace Hough (Mrs. W. A. Stephens) Volunteer, S. Dak.
Mary E. Mortenson (Mrs. Harry Missien) Yankton, S. Dak.
Hugh C. Pryor .... Custer, S. Dak.
Amy M. Ryan (Mrs. A. C. McDonald).......... ....2221 Mono St., Fresno, Calif.

CLASS OF 1904

Mabel E. Allen (Mrs. E. J. Wolzmuth) Spearfish, S. Dak.
Clyde D. Burgess .... Plainfield, N. J.
Roy W. Cook .... Spearfish, S. Dak.
James F. Connor .... Terry, S. Dak.
Ida B. Johnston (Mrs. G. W. Remison) Spearfish, S. Dak.
Lena Kalgaard .... Terraville, S. Dak.
Blanche Muholland (Mrs. John Harris) ....Terry, S. Dak.
Nettie M. Sewright .... Buffalo Gap, S. Dak.
Ella E. Schloredt .... Sundance, Wyo.
Ella Toomey .... Spearfish, S. Dak.
Nellie G. Warren .... Spearfish, S. Dak.
Lottie E. Waddington (Mrs. C. L. Oliver) Pennington, S. Dak.

CLASS OF 1905.

Hilda C. Anderson .... Lead, S. Dak.
J. C. Blaine .... Newcastle, Wyo.
Juliet Brown .... Sturgis, S. Dak.
Lucy Buchanan .... Rapid City, S. Dak.
Orise L. Carpenter .... Upton, Wyo.
Elizabeth J. Driver .... Hill City, S. Dak.
Elizabeth I. Gibson (Mrs. George Tabbs) ....Custer, S. Dak.
Io Goddard .... Vermillion, S. Dak.
Edith Hilton .... Beulah, Wyo.
Frances Jewell (Mrs. C. B. Bowen) ....Deceased.
Christina Kirkwood .... Cambria, Wyo.
Walter R. Moberly .... Lead. S. Dak.

CHORAL SOCIETY

Harriet Merriam .... Milledgeville, Ill.
Waltie Norris (Mrs. C. R. Owen) ...... Rapid City, S. Dak.
Charles R. Owen .... Rapid City, S. Dak.
Winifred E. Packard (Mrs. Fred Merriman) Iloilo, Phil. Is.
Faith K. Powell .... Spearfish, S. Dak.
Mildred A. Shipley .... Spearfish, S. Dak.
Bertha A. Smith .... Volunteer, S. Dak.
Minnie J. Starr (Mrs. Emmett Redding) ....Aladdin, Wyo.
Mary E. Tomlin .... Seattle, Wash.
Rosa Thoen (Mrs. George Ure) ...... Deadwood, S. Dak.

CLASS OF 1906.

Sixth Year Post-Graduate Course.

Orina M. Frost, 122 S. Pennsyvania Ave., ... Denver, Colo.
Hugh C. Pryor .... Custer, S. Dak.

Five-Year Courses.

Ulrica A. Anderson .... Terry, S. Dak.
Grace Allen .... Belle Fourche, S. Dak.
Lela I. Boyles .... Terry, S. Dak.
Alice L. Bradley .... Spearfish, S. Dak.
Laura M. Brenn ....Spearfish, S. Dak.
Bertha V. Burroughs .... Deceased
Mary L. Bryant .... Spearfish, S. Dak.
Fannie Cooper .... Spearfish, S. Dak.
Grace Court .... Spearfish, S. Dak.
Lulu G. Cook (Mrs. S. Logan) ......Belle Fourche, S. Dak.
Mabel K. Dunham (Mrs. Cnas Smith)......Custer, S. Dak.
Roy C. Estes .... Terry, S. Dak.
Harry Elkins .... Spearfish, S. Dak.
Helen F. Estes (Mrs. A. W. Rue) ....Graham, Mont.
Ruth Gardner .... Piedmont, S. Dak.
Claude Harmon .... Billings, Mont.
Eleanora Hodgkin .... Terry, S. Dak.
Mildred L. Heidepriem .... Custer, S. Dak.
Azalia I. Jarrad .... Pluma, S. Dak.
Amy M. Leary .... Rapid City, S. Dak.
Guy McClung .... Spearfish, S. Dak.
Ruberta M. Olds .... Custer, S. Dak.
Lee Roy Parkin......................... Cambria, Wyo.
Ethel Pierce .... Hot Springs, S. Dak.
Nellie Pike .... Spearfish, S. Dak.
Winnie Phillips .... Hot Springs, S. Dak.

Henry W. Robinson	Spearfish, S. Dak.
Bertram Richards	Terry S. Dak.
Homer L. Goddard	Cambridge, Mass.
Mary F. Slaughter	Belle Fourche, S. Dak.
Ethel V. Smith	Custer, S. Dak.
Verdon Taylor	Custer, S. Dak.
Maude Toomey	Spearfish, S. Dak.
Claudia Thomson	Rapid City, S. Dak.
Annette Walton	Spearfish, S. Dak.
Helen L. Waddington	Aladdin Wyo.
Vera L. Weyman	Deadwood, S. Dak.

CLASS OF 1907.

Sixth Year Post-Graduate Course.

Grace Allen	Belle Fourche, S. Dak.
Cortelia M. Bowman	Phoenix, Ariz.
Helen M. Maleta	Lead, S. Dak.
L. Roy. Parkin	Cambria, Wyo.
Winifred Packard (Mrs. Fred Merriman)	Iloila, Phil. Is.
Lila Smith	Lead, S. Dak.
Maude Toomey	Spearfish, S. Dak.
Verdon Taylor	Custer, S. Dak.

Five-Year Courses.

Leita B. Blackwell	Vale, S. Dak.
Gertrude B. Coleman	Terry, S. Dak.
Marguerite B. Douglas	Newcastle, Wyo.
Beatrice R. Dunn	Spearfish, S. Dak.
Samuel C. Dickey	Spearfish, S. Dak.
Frances M. Driver (Mrs. F. L. Magruder)	Orman, S. Dak.
Lyle Hare	Vermillion, S. Dak.
Lucile Hart	Newcastle, Wyo.
Millicent Hall	Rapid City, S. Dak.
Norma E. Illsley	Custer, S. Dak.
A. Earl Juckett	Spearfish, S. Dak.
Alma N. Leary	Rapid City, S. Dak.
Helen A. Maleta	Lead, S. Dak.
Edna Moses	Bixby, S. Dak.
Inez Moses	Bixby, S. Dak.
Nina L. Miller	Deadwood, S. Dak.
Allene North-Tummon	Fitzgerald Ga.
Lemuel P. Putnam	Custer S. Dak.
Todd M. Pettigrew	Colorado Springs, Colo.

Laura Robins	Smithwick, S. Dak.
Virginia Rebbe	Bozeman, Mont.
June Shane	Plymouth, Calif.
George R. Smith	Custer, S. Dak.
Mary Thompson	Whitewood, S. Dak.
Wade A. Wilson	Lincoln, Nebr.
Grace E. Wilkinson (Mrs. Albert Walker)	Belle Fourche, S. Dak.
Dorothy M. White	Humboldt, Ariz.
Bertha C. Wood.	Snoma, S. Dak.
Amelia Young	Deadwood, S. Dak.

CLASS OF 1908.

Sixth Year Post Graduate Course

Allie J. Mitchell	Lead, S. Dak.
Guy McClung	Spearfish, S. Dak.
Carolyn Nelson	Shenandoah, Iowa
Bertha E. Person	Anne Arbor, Mich.
Eva Winyall	Piedmont. S. Dak.
Emma J. Wood	Snoma, S. Dak.

Five-Year Courses.

Lucy Brigham	Sturgis, S. Dak.
Goldie Chamison	Lead, S. Dak.
Jessie Cruickshank	Sturgis, S. Dak.
Irene Durst	Custer, S. Dak.
La Demah Dillehe	Tilford, S. Dak.
Austa Evans	Hot Springs, S. Dak.
Alice Fahrenwald	Pennington, S. Dak.
Gertrude Godfrey	Lead, S. Dak.
Belle Graham	Eureka Springs, Ark.
Pearl Hale	Sturgis, S. Dak.
Ella Haugen	Maitland, S. Dak.
Mary Heumphreus	Custer, S. Dak.
Edith Hilton	Newcastle, Wyo.
Erma Hoyland	Lead, S. Dak.
Richard Imes	Denver, Colo.
William Jones	Sturgis, S. Dak.
Lenore Miller	Belle Fourche, S. Dak.
Edna Mosher	Buffalo Gap, S. Dak.
Carl Mudge	Edgemont, S. Dak.
Nina Nelson	Vesta, S. Dak.
Lily Pederson	Rapid City, S. Dak.

Mildred Pryor	Spearfish, S. Dak.
Roy Putnam	Hot Springs, S. Dak.
Hattie Reausaw	Roubaix, S. Dak.
Walter Rue	Hill City. S. Dak.
George Scott	Custer, S. Dak.
George Shipley	Spearfish, S. Dak.
Merle Stanton	Belle Fourche, S. Dak.
Alice Tyler	Lead, S. Dak
Anna Wendels	Madison, Wisc.
Charles Wilkinson	Belle Fourche, S. Dak.

CLASS OF 1909.

Sixth Year Post-Graduate Course.

La Demah Dillehe	Tilford, S. Dak.
A. Earl Juckett	Spearfish, S. Dak
Azalia Jarrad	Pluma, S. Dak.
Karl E. Mudge	Edgemont, S. Dak.
Lynn P. McCain	Spearfish, S. Dak.
Faith K. Powell	Custer, S. Dak.
Henry M. Robison	Alva, Wyo.
Belle N. Richardson	Spearfish, S. Dak.
Nettie M. Sewright	Buffalo Gap, S. Dak.

Five-Year Courses.

Emma I. Anderson	Spearfish, S. Dak.
Laura M. Bowman	Buckhorn, Wyo.
Ethel E. Blatchford	Terry, S. Dak.
Lillian A. Beck	St. Onge, S. Dak.
Alice F. Brigham	Sturgis, S. Dak.
Don S. Caple	Folsom, S. Dak.
Anita B. Cook	Spearfish, S. Dak.
Laura B. Coleman	Terry, S. Dak.
Georgia A. Davis	Roggen, Colo.
Hubert F. Dickey	Deadwood, S. Dak.
Winifred Evans,	Belle Fourche, S. Dak.
Laura B. Elwood	Nemo, S. Dak.
Ora E. Feay	Custer, S. Dak.
Evelyn S. Gibson	Terry, S. Dak.
Edna Goulette	Deadwood, S. Dak.
Anna H. Grams	Sturgis, S. Dak.
Richard L. Hughes	Spearfish, S. Dak.
Elizabeth Johnson	Sturgis, S. Dak.
Janet M. Kelley	Hulett, Wyo.

SCENE IN SPEARFISH CANYON

Miriam G. Keliher	Rapid City, S. Dak.
Blanche Kelly	Spearfish, S. Dak.
Lillian M. McGill	Vale, S. Dak.
Robert Lee Massie	Mona, Wyo.
Ethel F. Montgomery	Custer S. Dak.
Mae E. Norris	Spearfish, S. Dak.
Frances E. Norris	Spearfish, S. Dak
Joe A. Pilcher	Custer, S. Dak.
Francis E. Rounds	Sundance, Wyo.
Leona Russell	Spearfish, S. Dak.
Amanda Sappington	Custer, S. Dak.
Edith R. Stewart	Terry S. Dak.
Lena M. Slater	Blair, Nebr.
Frank J. Soutar	Spearfish, S. Dak.
Frances C. Schrader	Rapid City, S. Dak.
Mary E. Toms	Spearfish, S. Dak.
Katherine Tullock	Spearfish, S. Dak.
Frances E. Tompkins	Rapid City, S. Dak.
Elsie A. Willard	Marion, Iowa.
Sara E. Willard	Baldwin, Iowa.
Estelle M. Williard	Baldwin, Iowa.
Minnie Wilson	Newcastle, Wyo.

Class Memorials

Several of the graduating classes presented to the school at their departure, memorials, which might remain to testify to their regard for their Alma Mater.

The Class of 1892 presented a beautiful etching, "Stratford Church," which has since then adorned the office.

The Class of 1895 planted a grove of memorial trees on the slope, a few rods in front of the building. These trees have made a fine growth.

The Class of 1896 presented an X-Ray apparatus.

The Class of 1899 presented "Greek Games," a fine carbon photograph, "Aurora," an oleograph in colors, a life size bust of Lincoln, and a copy of the "Venus de Milo."

The Class of 1900 asked that a shelf in a case for geological specimens be assigned them, and they are filling it with carefully selected and valuable minerals and fossils.

The Class of 1901 presented two very fine, original, imported carbons, each 37 by 48 inches, framed in broad panels of brown oak, with gold lines. "The Windmill," by Van Ruysdall, and "The Dance of the Nymphs," by Corot.

The Class of 1902 contributed $90 toward the cost of a grand stand in the new athletic field. The class also planted seventeen Russian Popular shade trees along the street east of the school building.

The Class of 1903 contributed four fine pictures, viz: "The Education of Greek Youth," for Science Hall; "The Guardians of the Temple," for Assembly Hall; and "Castle Chillon" and "The Castle," for Women's Hall.

Later, in 1905, this class gave the school two additional pictures, "Stratford-on-Avon" and "Dryburgh Abbey." These beautiful pictures were for the English Literature Room.

The Class of 1904 gave to the Normal Department two pictures, "The Reading Hermit," and "The Monarch of the Desert." The class also gave to the Training Department, four excellent pictures for children, viz; "And a Little Child Shall Lead Them," "The Boy Jesus," "Priscilla," and "Aurora."

The Class of 1905 mounted upon substantial pedestals two cannon presented the school by the Government through the efforts of Congressman Martin; contributed $16.15 to the Normal Band, for the purchase of music, $16.15 to the Mandolin Club for music, and $32.25 to the Model School.

The Class of 1906 contributed $100 to the Athletic Association, and $100 to be used in the purchase of a range for the Domestic Science Department.

The Class of 1907 contributed a fine life size statue of Joan of Arc, with pedestal. This, at their request, will have a place in the new building.

The Class of 1908 contributed a flagstaff for the new building. They have funds with which it is their intention to make further contribution.

Acknowledgements

Students of former years will be interested in knowing that there is an autograph case in the geological laboratory which is to contain only specimens donated by those who have at some time been students in the Spearfish Normal.

Since a very complete collection from this region is desired, old students are asked not to wait to find rare or curious specimens, but to send the common ones from the places in which they live. It is desirable that the specimens sent be accompanied by a card containing the name of the donor, the place where they were found, and so far as possible, the names of the rocks or fossils.

Some of the members of the Class of 1900 have declared that their collection is to be the best in the case, and judging by the energy with which they have gone to work they will make good their promise. Willis Owen leads off with lava from Idaho, Calc-sinter from Yellowstone Park, tin ore from Hill City, petrified wood from Arizona, broken pottery and burned corn as reminders of the Cliff Dwellers of Arizona, and many other interesting specimens.

Roy Scott, also of the Class of 1900, is associated with Mr. Owen in some of the gifts; for instance, a stratigraphic chart of the Grand Canon of the Colorado, together with typical rocks from each stratum of the canon walls. He also donates granite from the Sierra Madre mountains, silver and copper ore, chalcedony, crystals of silica, and so many other specimens that he and Mr. Owen have more than filled one shelf.

George Lane has sent Ptycodus Mortoni and sharks' teeth. Thanks are due to Mary Bryant for shells from Cuba, azurite, gneiss, etc. Following is a list of other donors and their gifts:

Etta McVey—Variegated Conglomerate.

Ira Wheeler—Rock containing free silver.

Elva Russell—Fossil coral.

E. D. Pickering—Calcareous tufa.

Mary Powell—Fossil coral, Oreodon teeth.

Willis Hare—Spodumene.

Clyde Burgess—Gold bearing rock.

Agnes Traverse—Gold bearing quartz, mica, pyrite.

Bertha Burris—Botryoidal iron ore.

Caroline Teffre—Calcite crystals.

David Hilton—Gold bearing rock.

W. H. Russ—Brontotherium tooth.

Frank Thomas and David Hilton—Head and some bones of a Plesiosaur.

United States Fish Commissioner Booth—Specimens of fish spawn, together with young trout of several kinds.

Pearl Gilbert Ostrander—Large number of iron nodules of many different forms.

May Rich and Marcia Bigelow—A fine box of specimens.

Joseph Pilcher—A box of valuables minerals.

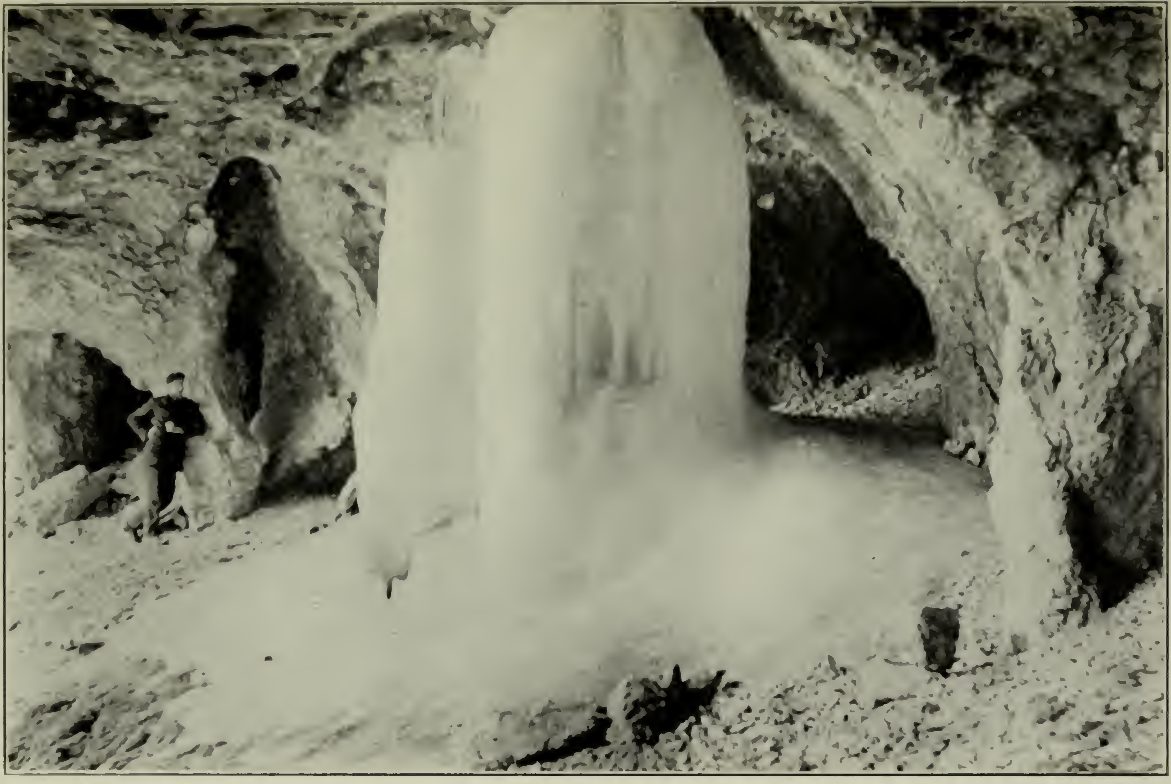
F. L. Pennington—A large specimen of wolfram ore.

Samuel Welch—A rare piece of pocket knife carving consisting of links, links within links, balls and single swivels, rings, etc., all connected and from one piece of Black Hills pine wood, also a cane and a pair of pincers.

G. L. Smith—A beautiful mounted deer.

Joe Pilcher—Box of specimens for the autograph case.

E. H. Warren—Complete files of the Queen City Mail and the Daily Bulletin.



SCENE IN INTERIOR OF WILD CAT CAVE, NEAR SPEARFISH, SOUTH DAKOTA

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE

3 0112 105933615

The Mail Printing House, Spearfish